

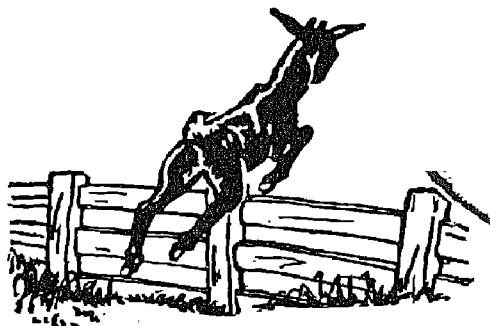
Teachers' Guide
for
IN NEW PLACES

EDITION FOR FIRST SEMESTER

BY NILA BANTON SMITH

Professor of Education, University of Southern California

Illustrations by HELEN SMITH



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The characters in this Guide are fictitious. They have been used to provide teachers with an opportunity to visit vicariously the classroom of a teacher who is using the LEARNING TO READ program.

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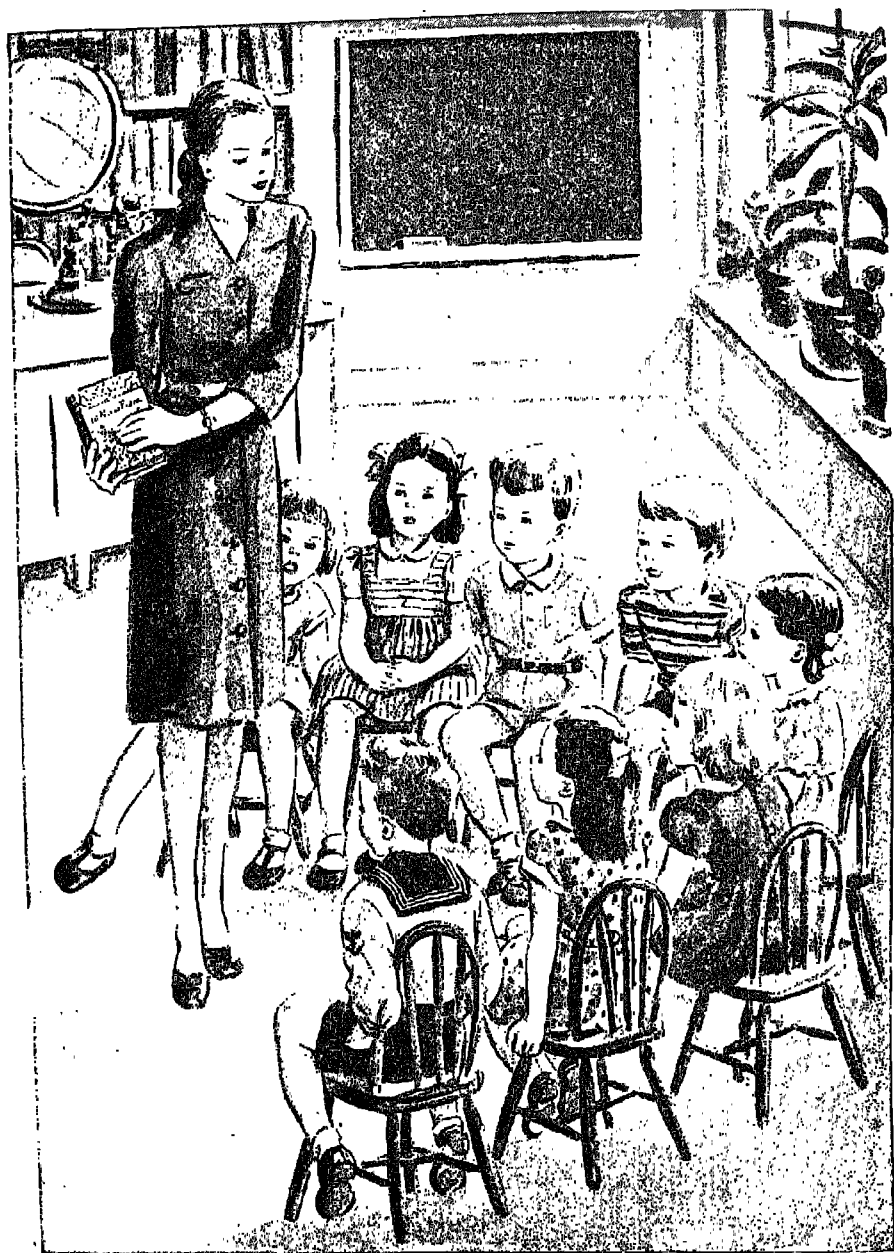
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Introduction

We have told the story of a teacher whom we called Miss Davis, as she guided an average group of children through their first year of reading experiences. Miss Davis used the first-grade books of the LEARNING TO READ program.¹

This book opens with an account of procedures used by a second-grade teacher whom we call Miss Evans. This teacher used two basic second readers during the school year. She used the Semester Edition of *IN NEW PLACES*² during the first semester, and *WITH NEW FRIENDS* during the second semester. In each case she used the Teachers' Guide and the *READ AND DO* book which accompanied that particular reader.



The first section of this Guide tells how Miss Evans taught the first story in the Semester Edition of *IN NEW PLACES*. In the remainder of the Guide the procedures for teaching each story in the reader are treated under the following headings: BUILDING BACKGROUND, DEVELOPMENTAL READING, REREADING, ADDITIONAL READING ACTIVITIES, and RELATED EXPERIENCES.

¹ See Teachers' Guide for Beginning Reading Experiences for an account of the procedures used with *OUR FIRST BOOK* and the two Pre-Primers, *BILL AND SUSAN* and *UNDER THE TREE*. See Teachers' Guide for *THROUGH THE GATE* for an account of procedures used during the primer period, and Teachers' Guide for *DOWN THE ROAD* for an account of procedures used during the first-reader period.

² The Semester Edition of *IN NEW PLACES* presents fewer new words than the Full Year Edition, and is to be followed by *WITH NEW FRIENDS*, the second-semester book. Teachers wishing to use just one basic reader during the second year should use the Full Year Edition of *IN NEW PLACES* and the Teachers' Guide and *READ AND DO* book which accompany that reader.

In New Places

"You are in second grade now and you will have a new book," said Miss Evans as she called Group II, her average class of children, up to the little chairs in the front of the room. The children had been anticipating the pleasure of beginning to read another book and gathered happily to work with Miss Evans.

Miss Evans showed the children a copy of *IN NEW PLACES* and read the title to them. As she guided a discussion of the picture on the cover, the children identified the goats, and then they expressed their opinions as to what the building might be.

"Do you think this is a picture of some new place about which we have never read? Is it a good picture for the outside of this book called *IN NEW PLACES*?"

After these questions had been discussed, Miss Evans passed the books and had the children open them to the title page.

"This is one of the new places about which we are going to read," she said. "Do you think it is in the country or in the city?"

"In the country," said Alice.

"Yes, it is in the country," replied Miss Evans. "It is a picture of part of a farm. The children are David and Sue, and the dog is their pet, Blackie. These are new story friends about whom we will read in this book."

"Turn the page. What does it say at the top of the right-hand page, Tommy?"

Tommy read the table of contents title, *The Stories*.

"On this page and the next two pages you will find the titles of all the stories in your new book. The book is divided into six parts, and each of these parts or sections has a title. Will you read the title of the first section, Peggy?"

Peggy read, "*Round About with Bill and Susan*."

"That means that all of the stories in this first section are about Bill and Susan. What are the stories in the next section about, Jack?"

Jack read, "*Three Children in a Big House*."

Miss Evans helped the children read all of the section titles. As each one was read, she asked the children to express their opinions in regard to the nature of the stories which they might find in that particular section. This gave them a general idea of the contents of their new book.

A Pet for the Parade

PAGES 6-12

"Our first story is about pets," said Miss Evans as she began, BUILDING BACKGROUND for *A Pet for the Parade*. "How many of you have pets? What are they?"

As the children mentioned their pets Miss Evans wrote a few phrases on the blackboard, as:

a pet cat	a pet bird
a pet dog	a pet rabbit

"You own enough pets to have a pet parade," she said. "That is what the children in our first story had."

"Look at the picture on pages 6 and 7. Who is the big girl, Ann?" Page 6

"Janet," replied Ann. *pet*

The children then identified Bill, Susan, Teddy, Fuzzy, and Perky.

"Fuzzy looks beautiful, doesn't she?" asked Miss Evans. "What does she have around her neck?"

"A ribbon," replied Louise.

"What do you suppose Bill has been doing with the tub of water and the brush?"

"Washing Perky," answered Henry.

"That's right," said Miss Evans. "Bill and Susan have been getting their pets ready for a parade. Every child in town is going to walk in the parade with his pet, so the name of our story is . . ." At this point Miss Evans wrote on the blackboard *A Pet for the Parade*.

"What is the name of the story, Peggy?"

Peggy read the title from the blackboard.

"Can you show me the new word *pet* in this title, Jimmie?"

Jimmie framed the word *pet* with the sides of his hands, and read the word.

"Now will all of you read the title in your book to yourselves?"

The children read the title silently, then Alice was asked to read it aloud.

"In the picture Susan seems to be talking to Janet about Fuzzy," said Miss Evans. "Read the first two sentences and find out what Susan told Janet to do."

After the children had read the sentences silently, Miss Evans asked, "What did Susan tell Janet to do, Jack?"

Jack read the sentences orally in response to Miss Evans' question. Then the children read the next two lines silently, then orally as Miss Evans asked, "What did Susan tell Janet about Fuzzy? What question did she ask Janet?"

Page 7

The children continued to read in response to motivating questions which led into each thought unit. The additional questions which Miss Evans asked were: "How did Janet answer Susan?" "What did Bill say about Perky?"

After the page had been read the children were asked to discuss some comprehension questions:

"Why did Bill tie Perky to the tree?"

"So he wouldn't get away," said Alice.

"Why didn't he want Perky to get away?" asked Miss Evans.

"Because he had Perky all ready for the parade," replied Henry.

"Of course," agreed Miss Evans. "He didn't want Perky to get his hair mussed after he had washed it and brushed it so carefully.

"Now, Tommy, will you please collect the books?"

Miss Evans always had the books collected after a reading lesson, so that the stories would be new and interesting when the children read them together and so that background discussion and motives for reading would be stimulating and effective.

After Tommy had collected the books, some INDEPENDENT WORK was suggested for the children to do at their seats.

"Each one of you may make a large picture of a pet ready for a parade," said Miss Evans. "Have him look his best so that he might take a prize. Write beneath your picture *a pet dog, a pet rabbit, a pet duck*, or the name of whatever pet you draw."

The children had an enjoyable time drawing and labeling pictures and at the same time they had additional experience in recognizing the new word *pet*.

Page 8
P11

When it was time for Group II to have their afternoon reading period, Miss Evans began her DEVELOPMENTAL READING by saying, "In the next part of our story Teddy was worried because he didn't have a pet for the parade, so Susan decided to help him. She might have said . . ." Miss Evans wrote on the blackboard:

I will get you a pet.

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [9]

"What might Susan have said, Louise?"

Louise read the sentence.

"But Susan didn't say, 'I will get you a pet.' She said the same thing in another way. She said, 'I'll get you a pet.'"

Miss Evans wrote *I'll* above *I will* in the sentence. She had Alice read the sentence as she placed her hand under *I'll*, then the phrases *get you* and *a pet*.

She then erased *I will* in the sentence, replaced it with *I'll*, and had the sentence read again.

"Let's read the new page and find out why Susan happened to say, 'I'll get you a pet.' Turn to page 8."

Miss Evans wrote the page number on the blackboard, and the children readily found the place.

"Read the first two lines and find out what Teddy wanted to do."

All the children read the lines silently, then Peggy read them orally.

In the same way, the children read the remainder of the page as Miss Evans asked these motivating questions: "Why did Janet think Teddy couldn't march in the parade? What did Susan suggest as a means of getting a pet for Teddy? Then what did Teddy do and say? How did Mother answer Teddy?"

After the page was read, Miss Evans guided a discussion concerning the picture by saying, "Look at the picture at the bottom of the page. What do you think Teddy is saying to his mother?"

Miss Evans usually conducted discussion of a picture appearing at the bottom of a page after the page was read because in most cases such pictures are more closely related to the text at the bottom of the page than to that at the top. In some cases, however, the picture is needed in motivating the reading of the page or in developing new words. In such cases, of course, Miss Evans discussed the picture before the reading.

Following the discussion of the picture the books were collected and the children were introduced to READ AND DO.

"This is another book with interesting things for you to read and do," said Miss Evans. "Can you read the title? Yes, it is READ AND DO. How can you tell that this book goes with IN NEW PLACES?" Miss Evans held her hand under IN NEW PLACES on the cover, and the children read the phrase.

After discussing the picture on the cover, Miss Evans gave the children copies of *READ AND DO*, and asked them to turn to the first page. "Look at the picture. Whom do you see? The sentences tell you things to do. Read the first sentence. What does it tell you to do, Peggy? Can you find Bill's pet, Alice?"

When all of the children seemed to understand what they were to do in reading and carrying out the directions, Miss Evans sent them to their seats to do *INDEPENDENT WORK* with this first page in *READ AND DO*.

The next morning Miss Evans began the school day by reading the first three stanzas of the poem, *My Pets*.¹

My little kitty has soft, white fur,
A pink little nose, and loves to purr,
And loves to sit on the window sill
Where the sun shines warm, bright and still.

My little dog has a black-tipped nose,
That finds my kitty wherever she goes,
And loves to chase her, and just for fun,
For he loves to see my kitten run.

My little bird, how he loves to sing —
And loves to chirp and loves to swing,
He must be happy the whole day long
To sing such a happy, merry song.

The children enjoyed the poem and discussed it for a few minutes. Miss Evans frequently gave her pupils *RELATED EXPERIENCES* of this type; that is, experiences which were related to the theme of the story, and which enriched that theme and extended the children's interest in it.

Page 9
hold

Soon it was time for Group II to have their morning reading period, and the children read two more pages of the story in their book. Before having page 9 read, Miss Evans introduced the new word *hold*.

¹ "My Pets," by Sarah Jane S. Harrington, *Ring-A-Round, A Collection of Verse*, by Mildred P. Harrington, The Macmillan Company, New York, 1930.

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [11]

"You told me yesterday about your pets. Henry said he had a pet hen once. Did you ever try to hold on to her when she wanted to get away, Henry?"

Henry and one or two of the other children were asked to tell briefly of their experiences in trying to hold on to a pet.

"Now we will read about Teddy's visit to Aunt Alice to get the duck," said Miss Evans. "Aunt Alice knew that Teddy was not very big, and she wanted to give him a duck that was not too big so that . . ." Miss Evans wrote and read this sentence: *Teddy could hold on to her*. Then she had Alice find the new word *hold* and underline it.

"Now that you know this new word *hold*," she said, "you will have fun reading about Teddy's conversation with Aunt Alice. First read to find out where Susan and Teddy went."

The children read the page as usual in thought units as Miss Evans asked these additional motivating questions: "What did Susan say to Aunt Alice? What did Aunt Alice do? What did she say about letting Teddy have Judy for a pet? What did the children do after Aunt Alice told them they could have Judy?"

After the page had been read, Miss Evans had the children discuss some questions which checked their INTERPRETATION OF MEANING: "Why do you think Aunt Alice laughed? Why did she choose Judy instead of Jumbo for Teddy's pet? Why did the children go into the back yard?"

"Now, we are ready to read the next page," said Miss Evans. "But before reading it I want to help you with a new word." Page 10
catch

"Look at the picture on page 10. What do you think the children were trying to do in this picture? Yes, Susan tried to catch Judy, and Teddy said . . ." Miss Evans wrote on the blackboard the sentence from the reader: *I'll help you catch her*.

"Can you read what Teddy said?" she asked. "This new word (she placed her hand under *catch*) has the little word *cat* in it."

The children read the sentence readily, getting the new word *catch* through the use of context clues together with the additional help of noting the smaller word *cat* in *catch*.

"In the picture Susan seems to be talking. Let's read the first two lines and find out what she said."

Miss Evans had the page read in the usual way, asking a question which led into each thought unit.

Following the reading period, the children read and carried out some directions for their *INDEPENDENT WORK* which offered additional practice on the new word *catch*, and provided an opportunity to make use of one of the study skills, that of following directions. Miss Evans wrote on the blackboard the sentences below and had the children illustrate them at their seats:

Teddy ran to catch Judy.
Draw Teddy as he ran.

Judy ran away.
Draw Judy as she ran.

In the afternoon Miss Evans had these children spend a period participating in reading activities in addition to those which they had had in working with the story in the reader, and in using *READ AND DO*. Frequently she devoted an entire period to *ADDITIONAL READING ACTIVITIES*. At other times she had the children engage in one or more short activities at the end of the regular reading period. These activities were designed to develop ability in the fundamental skills of *WORD RECOGNITION*, *INTERPRETATION OF MEANING*, and *APPLICATION OF STUDY SKILLS*; and to increase *APPRECIATION*.

On this particular afternoon Miss Evans gave the children practice in *WORD RECOGNITION*. Two of the methods of attacking words which the children had learned in the first grade were: finding a known component word in a compound word, and finding a smaller known word within a word. Miss Evans thought that it was desirable to review these word-getting techniques early in the semester, as the children would be using them frequently throughout the second grade.

First she wrote on the blackboard these known compound words:

into	grandfather	pocketbook
popcorn	policeman	shortcake
fireplace	something	scarecrow

Then she asked the children to read the first word to themselves.
"What is the first word, Jack?"

Jack read *into* orally.

"How many of you can see a smaller word that you know in the word *into*? Tommy, will you draw a line under the word that you know and read it to us?"

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [13]

Tommy drew a line under *in* and read the word.

Miss Evans used the same procedure in having known words underlined and read in all of the other compound words.

Then she wrote these words on the blackboard: *hold, going, catch, Mother*. Different children found and read *old, go, cat, and other*.

After the children had engaged in these word recognition experiences, Miss Evans introduced page 2 of READ AND DO. She discussed the picture with the children, then she wrote on the blackboard the first direction on the page: *Read this story*. She told the children the new direction word *Read*. She had them read the same phrase on the page in READ AND DO and explained how they were to carry out the direction in working with the sentences on the left side of the page. Next, she told them that they were to carry out the directions on the right-hand side of the page in the same way in which they had been working with words on the blackboard.

"Find a word which you know in each of the larger words," she said, "and draw a line under it just as the directions tell you to do."

The children readily understood what they were to do and went to their seats for a period of INDEPENDENT WORK.

During their reading period the next morning, the children finished the story. Page 11

"What was happening in the story when we stopped reading yesterday?" asked Miss Evans.

"Susan and Teddy were chasing the duck, and they couldn't catch her," said Alice.

"Let's read page 11 and find out if they did catch her," suggested Miss Evans.

The children found the page. Miss Evans had them read it in thought units as she asked: "What did the children and Judy do again and again? Where did they go? Could the children catch Judy? What did Aunt Alice do and say?"

The new word *harness*, which appears on page 12, was developed through conversation: "If the children had such a hard time catching Judy, do you think Teddy would be able to manage her in a parade?" Page 12
harness

Discussion followed, and finally Miss Evans said, "It would really be necessary to have some way of holding on to her so she couldn't

get away. If Teddy put a string around her neck it might choke her. She needs to have a harness. A horse wears a harness, you know, when he pulls a wagon. Judy should have a *harness*, too." Miss Evans wrote the italicized phrase on the blackboard as she said it.

"Judy got a harness," continued Miss Evans. "Turn to the next page and we'll find out how she happened to get it."

The children read the page a thought unit at a time, in response to motivating questions. Then they discussed the picture at the bottom of the page, noting the harness on Judy, and the happy expressions on the faces of Susan and Teddy.

Finally Miss Evans stimulated keen interest in further events in the series of stories about the parade by asking, "Do you suppose Teddy was able to hold Judy with the aid of the harness? Do you think that Aunt Alice will accept Susan's invitation and come to see the parade?"

Following the discussion of these questions, the children went to their seats and did page 3 in READ AND DO. This page gives additional practice on the new word *harness*.

The afternoon period was devoted again to ADDITIONAL READING ACTIVITIES. First, Miss Evans spent some time on another phase of WORD RECOGNITION, that of recognizing contractions. The children had had *don't* in the first grade, and *I'll* had been introduced on page 8 of the story they were now reading. So she used these words as a basis for introducing work on contractions.

"I noticed that some of the boys got paint on their suits this morning, so I am going to tell you this:" She wrote on the blackboard, *Do not get paint on your suits.*

Tommy read the sentence. He was able to supply the new word *paint* from context.

"There is a shorter way of saying this," continued Miss Evans. "Instead of saying, 'Do not get paint on your suits,' I could have said, 'Don't get paint on your suits.'"

She erased *Do not* and replaced it with *Don't*. Ann read the sentence.

Then she wrote these sentences on the blackboard:

Do not get mud on your shoes.	Do not let your dog go hungry.
Do not put water on your cat."	Do not play on the way home.

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [15]

In each case she had the sentence read, then replaced *Do not* with *Don't* and had it read again.

The same general procedure was used with *I'll*. Miss Evans wrote on the blackboard the sentences below as the children suggested them. Then *I'll* was substituted for *I will* in each sentence.

I will go to the store after school.
I will play with my doll after school.
I will play ball after school.
I will help Mother after school.

At the end of the period, the children were given a brief experience in INTERPRETATION OF MEANING. First, Miss Evans wrote this list of words on the blackboard:

<u>pets</u>	
dog	ribbon
cat	scarecrow
horn	shoe
duck	goat
mouse	harness
cage	bear
rabbit	pony

After having the words read, she asked different children to find and cross out a word which didn't belong in the list because it couldn't really be called a pet.

For INDEPENDENT WORK following this period, the children were asked to take a book from the library table, find a story about a pet, and read it.¹

During the language period some of the children were asked to tell the pet story they had read, and to show the illustrations. Thus the children had another RELATED EXPERIENCE in connection with their reading of *A Pet for the Parade*.

¹ On this particular occasion Miss Evans suggested that some of the children might read the following stories in supplementary readers: "The Wild Duck," page 24, *The World Around Us*, Silver Burdett Company, New York, 1938. "At Grandmother's Farm," *Round About*, Row, Peterson and Company, Evanston, Illinois, 1941.

On Thursday morning the children reread the entire story, *A Pet for the Parade*, and had a valuable experience in selecting and evaluating different parts of the story page by page.

"Let's read the story again," said Miss Evans, "and see if we can find the one page that tells the most exciting part of the whole story."

She wrote the page numbers as headings on the blackboard. Then she had all of the children reread page 6 silently, after which Jack read the page orally.

"How many of you think that this page is the most exciting in the entire story?"

Jack raised his hand. Miss Evans wrote 1 under *Page 6* on the blackboard.

This procedure was continued until the entire story had been read, and each page had been voted upon. Page 10 received the highest number of votes.

Rereading of the story completed the general round of procedures which Miss Evans used in teaching each of the stories in *IN NEW PLACES* to her average group of children. First she guided a discussion or gave the children a simple experience for the purpose of *BUILDING BACKGROUND* for the new story. Then she conducted *DEVELOPMENTAL READING* of the new pages, interspersed with periods devoted to *ADDITIONAL READING ACTIVITIES* as needed, and accompanied by periods used for *RELATED ACTIVITIES* when feasible. The children in Group II usually *REREAD* the story for some definite, interesting purpose which offered additional opportunities to use some of the fundamental reading skills.

The Duck Suit

PAGES 13-15

BUILDING BACKGROUND

Background for this story may be built through guided discussion. Invite the children to tell of their experiences in dressing up to represent animals, birds, or such characters as clowns or policemen. Try especially to make opportunities to discuss the kinds of suits and caps worn during the dress-up stunts.

DEVELOPMENTAL READING

"In our next story Teddy dressed up in a comical looking suit. It was a duck suit, so the name of the story is . . ." *The Duck Suit*. Write this italicized phrase on the blackboard and have it read. Ask a child to frame *suit* with his hands and read the word.

Pages 13-15
suit
cap

"Not only did Teddy dress up in a duck suit, but he also put on a white cap. When Teddy dressed up he put on . . ." *a white cap*.¹

"Find page 13. Look at the picture. What did Teddy do with Judy? Who helped him? Let's see if the story tells us these things. What is the title? What does the first sentence tell us about Teddy? What does the next one tell us about Janet and Susan?" Continue to ask motivating questions as the children read sentences or paragraphs, first silently, then orally.

Aid the children to interpret the pictures on pages 14 and 15 before reading these pages. Ask why Teddy's mother is holding a pillow up in front of Teddy on page 14, and where the pillow is in the picture on page 15.

Before having the children reread the story, you may wish to devote a period to work on possessives and plurals as suggested under ADDITIONAL READING ACTIVITIES, pages 18-19. If there are some children in the group who are having difficulty in locating page numbers, you will probably wish to do additional work with them in accordance with suggestions under "Finding Page Numbers" on page 19.

¹ From this point on no mention will be made of procedures to use in working with the italicized phrases or sentences. It is to be understood that after the teacher has introduced a new word verbally, she writes the italicized phrase or sentence which contains this new word on the blackboard. She has a child read the entire phrase or sentence, and then asks one or more children to find and frame or underline the new word and read it.

REREADING

Have the children reread page 13 for the purpose of enumerating all of the characters mentioned. Write the names of the characters on the blackboard as the children suggest them.

Have page 14 reread to find four things which the story definitely says that Mother did. List these on the blackboard as the children come to them.

Have page 15 reread to find and decide upon the funniest thing that Teddy did.

ADDITIONAL READING ACTIVITIES

Note: It is suggested that one or more of these ADDITIONAL READING ACTIVITIES be used for short practice at the end of each reading period. In the case of slow children it is desirable to devote entire periods to additional practice afforded by these activities. The development of new phonic elements should always take place during separate periods.

GUIDED WORK:

WORD RECOGNITION

Teaching plurals

Use after
age 14.

Children who fail to pronounce the *s* in plural forms while reading will be benefited by practice in changing singular forms to plural by adding *s* to words in phrases and sentences. Write on the blackboard:

Aunt Alice had white duck

Read the sentence, saying that it sounds as if Aunt Alice had just one white duck, and that you are going to make the word say *ducks*. Add *s* to *duck* and ask the children to read the word.

Write on the blackboard sentences containing plural forms of words appearing in the first three stories, leaving the *s* off the plural forms. Call upon different children to add the *s* and read one of the sentences. Suggested sentences to use are:

Judy and Jumbo are two white duck(s).
The children came with their pet(s).
Other boy(s) came.
Other girl(s) came.

Teaching possessives

If some children fail to pronounce the *s* in possessive forms, give practice by picking up a child's book and asking: "Whose book is this?" Write the response on the blackboard, as *Mary's book*. Repeat the procedure with another child's book, but omit the apostrophe and *s* from the child's name, as *Tom . book*: Ask the children to read the sentence and lead them to discover what is wrong. Add the apostrophe and *s*, calling these symbols by their names. Then have the phrase read again.

Use after
page 14.

Write on the blackboard the phrases below and have the children underline the right word from the two choices given.

Teddy	duck
suit	The bill
Teddy's	duck's
Bill	Alice
house	Aunt farm
Bill's	Alice's

APPLICATION OF STUDY SKILLS**Finding page numbers**

If some of the children have difficulty in readily locating pages in the reader, additional practice may be given through the use of the "Racing Game" described below.

Use after
page 13.

Divide the group of children who are to be given practice in finding pages into two groups, each of which contains the same number of pupils. Write *Group 1* and *Group 2* as headings on the blackboard. Pass the readers. Write a page number on the blackboard and read it. Have the children race to see which group will be first to have all of its members find the designated page. Give a score of 1 to this group. Continue as long as you think advisable. Add the scores at the end of the game to find which is the winning group.

Repeat this game as often as you think necessary to increase the children's facility in finding page numbers.

INDEPENDENT WORK:

READ AND DO, pages 4-5.

Write the following phrases on the blackboard and have the children illustrate each one:

a cat	some cats	a cake	some cakes
a dog	some dogs	a rabbit	some rabbits

Write on the blackboard descriptive sentences from the story and have the class illustrate them. Suggested passages to use are:

Mother had made a little duck suit.
It was white and yellow
with a funny little tail.

The cap had a yellow bill
like a duck's bill.

The children may read supplementary stories, such as: "The Little Duck," page 72, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941. "Fun for Little Quack," page 82, *Fun with Dick and Jane*, Scott, Foresman and Company, Chicago, 1941.

RELATED EXPERIENCES

The children may pantomime the characteristic walks of various animals. Provide piano accompaniment if possible.

Let the children make crepe-paper caps for themselves and their pets to wear in a pet parade.

Suggested Poem: "Quack! Quack!" by James S. Tippet, *The Singing Farmer*, World Book Company, Yonkers, New York, 1927.

The Parade

PAGES 16-21

BUILDING BACKGROUND

Relate some personal experience in which you won a prize. Let the children tell of prizes they have won at parties or at picnics where prizes were awarded for certain stunts. Lead into a discussion of refreshments served, making use of the words *cake* and *lemonade*.

DEVELOPMENTAL READING

"At last Bill and Susan and Teddy and the other children had the parade which they had been getting ready for in both of the stories we have read up to this time. The children who were to be in the parade had asked other boys and girls to come and they had asked their fathers and mothers to come, too. So when it was time for the parade, not only had the boys and girls come, but . . ." *Some fathers and mothers had come, too.*

Pages 16-17
fathers

"Let's read the story about the parade and find out just what happened. Look at the picture on pages 16 and 17." In discussing the section of the picture on page 16 ask the children whom they see, guiding them first into giving their more general answer of *fathers and mothers*. Have them identify Grandfather, Aunt Alice, and Uncle Jim. In discussing the half of the picture on page 17, lead them to identify Bill and Perky and the kind of suit Bill is wearing (a policeman's suit); also have them identify Susan and Fuzzy.

"What would you expect the name of this story to be?" Have the title read. "Read and find out if it was time for the parade. Who came to the parade? What did they hear? What did they say?" Continue in this way, asking questions which the children may answer by reading each thought unit.

At the end of the reading period you may wish to use the activities described under "Extending Word Meanings" on page 23.

"Now turn to the picture on pages 18 and 19 and look at the rest of the parade." Guide discussion concerning the characters: the little girl with a pet hen; the big boy with a suit like a clown's, and his little donkey with long ears; Janet with Dickie in a cage; and Teddy with Judy pulling away at the string. "All of the children had gone to so much trouble to get their pets ready that of course every child hoped his pet would get a prize." *Every one of the children wanted his pet to get a prize.*

Pages 18-19
prize

"Read the first sentence on page 18 and find out who came to the parade. What did they have?" Keep the reading moving along in a lively manner by asking pertinent questions as the children read the rest of the page.

"In the next part of the story we are going to read about Teddy and Janet. Read the first sentence to find out what Grandfather said about them." Have the rest of the page read in response to motivating questions.

Before having the children read further you may wish to give additional practice on plural forms as suggested on page 23.

Pages
20-21
pulled
lemonade

"Before we read the rest of the story let's look again at the picture on page 19. Teddy, you know, was leading Judy along by a string. Do you think a duck would like to be led with a string? What would she do? Yes, she would pull away, just as Judy is doing in the picture." *She pulled and pulled on the string.* "Now let's look at the picture on page 20. What has happened to Judy? Who is running after her? Do you think Uncle Jim will catch her?" Have the children read the page a thought unit at a time to find what happened. Interperse the reading of the thought units with motivating questions.

"After the parade was all over the children had refreshments. What do you suppose they had to eat?" If no one suggests *cake and lemonade*, suggest it yourself and write the phrase on the blackboard.

In discussing the picture on page 21, have the children identify Judy and Jumbo and note their apparent happiness at being together again. Have them express their ideas regarding what has happened in the story that causes Judy to be back home, and whether or not Teddy had won a prize. Then have the children read the page to find out what really happened. Use motivating questions as usual.

At the end of the period, you may find it advisable to have the discussion suggested on page 23 under "Developing Deeper Interpretation."

REREADING

Have the children reread the story for the purpose of making a complete list of all the animals in the parade. Write the heading *Animals in the Parade* on the blackboard. After a child rereads a passage, have him tell you if any animal is mentioned whose name should be written under this heading.

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [23]

After rereading the story, it would be advisable to let the children participate in an appreciation experience as described on page 24.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing plurals

Additional help on plurals may be given by letting the children choose from two words, one of which is singular and one of which is plural, the right word to fill a blank space in a sentence, as: Use after page 18.

Two came.	The donkey had long. . . .
father fathers	ear ears
One came.	There were . . . for the children.
father fathers	prize prizes
Three came.	There were . . . for the children.
mother mothers	cake cakes

INTERPRETATION OF MEANING

Extending word meanings

Write on the blackboard the words and sentences below. Explain that words can mean different things. Have the children read all of the incomplete sentences silently and see if they can find two in which they would use *dress* in the blank spaces. Write the word in the blank spaces when the sentences have been selected. Use the same procedure with *bill* (*Bill*), and *played*. Use after page 17.

dress bill (Bill) played

The duck had a yellow. . . .
Susan . . . with Fuzzy.
Teddy wanted to . . . up.
One of the boys was called. . . .
Two children . . . a drum and a horn.
Janet has a pretty. . . .

Developing deeper interpretation

After the entire story has been read, have the children discuss the following questions: Use after page 21.

What made the sound of boom, boom, boom in the parade?
What made the sound of toot, toot, toot in the parade?
Why did all the boys and girls and fathers and mothers laugh at Teddy?
Why did Uncle Jim have to run a long way to get Judy?
Why didn't Teddy care when he lost his pet?
Why didn't Judy care when she didn't get a prize?

APPRECIATION

Discussing humorous incidents

Use after page 21. Let the children discuss the humorous incidents in this series of stories. Invite different children to relate what they think was the funniest thing that happened.

INDEPENDENT WORK:

READ AND DO, pages 6-7.

Write these phrases on the blackboard and have the children illustrate each one:

Teddy's balloon	A policeman's hat
Janet's bird	A boy in a clown's suit

The children may read supplementary stories, such as: "A Dog Show at School," page 153, *The World Around Us*, Silver Burdett Company, New York, 1938. "The Pet Show," page 111, *Lost and Found*, D. C. Heath and Company, Boston, 1942.

RELATED EXPERIENCES

Ask the children to bring snapshots of their pets for a "Bulletin Board Pet Show." Mount the snapshots attractively and label them with the names of the pets.

If the children have prepared caps for a parade, let them have a parade around the school grounds. If they have made no preparation for a parade, let them march around the classroom. They might march to a rhythm band of their own. A good selection to use is: "The Rhythm Band," by Anna Shepard, page 123, *New Music Horizons*, Book 2, Silver Burdett Company, New York, 1944.

Suggested Story: "A Pet Show in a Big School," by James S. Tippet, *Henry and His Friends*, World Book Company, Yonkers, New York, 1939.

Money for the Red Cross

PAGES 22-26

BUILDING BACKGROUND

Invite the children to tell of any experiences they have had in connection with the Red Cross. Write on the blackboard a few sentences about these experiences, using the words *money* and *Red Cross*, as:

Ann gave some money to the Red Cross.
She gave ten cents.

Tommy's mother works for the Red Cross.
She makes bandages.

DEVELOPMENTAL READING

The words *money* and *cross* will have been developed through experience sentences while building background as suggested above. Page 22
money
cross

"Bill and Susan were very eager to earn some money to give to the Red Cross. They had quite a lot of trouble. In the new story we'll find out what happened when they tried to earn money.

"Find page 22. Who is sitting on the sofa with Bill and Susan? Why do you suppose they are just sitting still and thinking? Can you read the title?" Refer children who need help with *money* and *cross* to the experience sentences on the blackboard. Have each thought unit read silently, then orally, in response to pertinent remarks and questions.

"Look at the picture on page 23. Can you tell what Susan is writing on that big piece of cardboard? She is writing 'Lemonade For Sale.' She hasn't written the last word yet. She is just starting it. This sign tells us what they are going to do to earn money, doesn't it? They are going to have . . ." *a lemonade sale.* Page 23
sale
stand

"What do you think Bill is doing? Yes, he is making a stand. Mother suggested this. She said . . ." *You will have to make a stand.*

"But first of all, someone suggested that the children have a lemonade sale. Read the first sentence and find out who made this suggestion. What else did Mother say? How did Bill answer Mother?" Continue asking questions and making supplementary remarks as the children read each thought unit on the rest of the page.

Note: Normally, a group of children will cover these two pages during one period. In case the children need assistance before reading further, the teacher may think it advisable to devote one or more periods to ADDITIONAL READING ACTIVITIES before continuing with the reading of the story.

From this point on, however, no reference will be made in DEVELOPMENTAL READING to the use of ADDITIONAL READING ACTIVITIES. The teacher will select those of the ADDITIONAL READING ACTIVITIES which she needs to use with her different groups and use them at the end of reading periods or devote entire separate periods to these activities as often and at such times as she thinks advisable.

Develop *Mrs.* from discussion, writing on the blackboard such sentences as:

Louise's mother is called Mrs. Jones.
Jack's mother is called Mrs. Hall.

Pages
24-26
Mrs.

"In the next part of the story you are going to read about *Mrs. Gray*.

"The day came at last when Bill and Susan were ready to have their lemonade sale. Find page 24. The first sentence tells us what kind of day it was. Read and find out." Have the remainder of the page read as usual.

Invite the children to discuss the picture on page 25, anticipating what will happen next in the story. "Bill was afraid something would happen when he saw that little dog coming. Read what he said." Have the remainder of this page and page 26 read in response to interesting questions.

REREADING

Have the children reread the story to find the sentence or group of sentences on each page which best "matches up" with the picture. Different children may take turns reading a section of a page. After reading, each child may tell whether or not any part that he has read "matches up" with the picture. Other children should then enter into the discussion and a group decision should be reached.

The parts of the story illustrated in the pictures are: Page 22, the last sentence. Page 23, the last three sentences. Page 25, the last three sentences. Page 26, the last sentence.

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [27]

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Finding smaller words

Write *stand*, *cold*, *grandfather* on the blackboard. Have the children draw a line under *and* in *stand*, *old* in *cold*, and *grand* and *father* in *grandfather*. Do similarly with *mother*, *lemonade*, *picked*, *into*. Use after page 26.

Identifying possessives

Have the children underline the right word of the two words in the phrases given below: Use after page 26.

Teddy	Grandfather's
little dog	shop
Teddy's	Grandfather

INTERPRETATION OF MEANING

Extending word meanings

Ask the children to describe stands they have seen. Use after

Explain: "Stand may mean something else, too. It may mean 'to stand on your feet.'" Have different children respond as you write on the blackboard such directions as: *Ann, stand. Tommy, stand.* page 23.

Sensing cause and effect relationships

Write these sentences on the blackboard: Use after page 26.

Bill said, "No one will want the lemonade now."

Susan and Grandfather made some more lemonade.

Susan picked some flowers for the stand.

The children made a lemonade stand
in Grandfather's shop.

The little dog went down into the lemonade.

Have the children choose and read the appropriate answers from the blackboard as you ask "cause and effect" questions orally:

Why did Susan cry?

Why did the children go every day to Grandfather's shop?

What made the stand look pretty?

Why did Susan stop crying?

Why did Teddy take the little dog home?

APPLICATION OF STUDY SKILLS**Noting periods, question marks, quotation marks**

Use after
page 23.

Write on the blackboard the sentences below. Indicate the periods, calling each one by name. Explain that a period is usually placed at the end of a sentence. In the same way indicate the question mark and quotation marks, explaining their use.

The children wanted to make some money.
Bill said, "I will help make the lemonade."
Do you know how they made money?

Have the children turn to pages 22-23, find these marks in different places, and see if they can tell why the marks are used.

Continue to have children make use of these marks functionally and incidentally throughout the reading of the book.

Recalling story incidents

Use after
page 26.

Ask the children to recall from the story three instances which show how very helpful Grandfather was.

INDEPENDENT WORK:

READ AND DO, page 8.

Let each child choose and illustrate one of the five sentences written on the blackboard for the "cause and effect" activity described on page 27.

The children may read supplementary stories, such as: "How They Made Money for Books," page 97, *Round About You*, Silver Burdett Company, New York, 1940. "Oh, for Some Money," page 88, *Down the River Road*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

Encourage the children to plan ways in which they might earn money for the Red Cross.

Let the children give short oral reports on what the Red Cross does with the money it receives.

Help the children to organize a Junior Red Cross Club with officers and a goal for the year.

You Never Can Tell

PAGES 27-31

BUILDING BACKGROUND

Ask, "How many of you have umbrellas of your own? How many have never had umbrellas of your own?" Write on the blackboard sentences growing out of the children's responses, as:

Gene has an umbrella.

Shirley has an umbrella.

Russell has never had an umbrella.

Invite the children who have umbrellas to describe them and to relate briefly under what circumstances they last used their umbrellas.

DEVELOPMENTAL READING

"Susan had an umbrella and Bill had an umbrella, too. They were brand new umbrellas and the children thought they were never going to have a chance to use them. Let's read the story and find out if they did get a chance to use them." (The new words *umbrellas*, *never* and *an* will have been developed while building background as suggested above.)

Pages
27-28
never
umbrellas
an

"Find page 27. What is Susan holding in her arms? Why do you suppose she is standing by the window? What kind of weather is she wishing for? Read the title to yourselves." Have the title read orally. "Read and find out what color Bill's and Susan's umbrellas were." Continue with purposeful reading of each thought unit on pages 27 and 28.

Introduce *Mr.* as applied to the children's fathers, in the same way as suggested for *Mrs.* on page 26, using such sentences as:

Page 29
Mr.

Louise's father is called Mr. Jones.

Jack's father is called Mr. Hall.

"There was not only a *Mrs. Gray*, but there was a *Mr. Gray*, also. You will read about him on this new page.

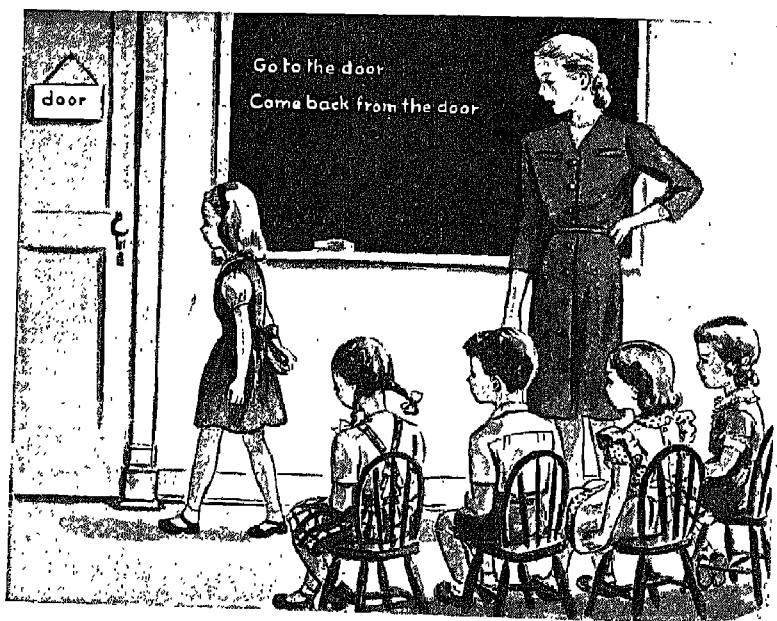
"Turn to page 29. Read and find out what happened when Susan got to Mrs. Gray's house." Guide the reading with a question which leads directly into the different thought units as suggested for preceding lessons.

Pages
30-31
door
car

Label a classroom door. Write the following sentences on the blackboard and have a few children carry out the directions.

Go to the door.

Come back from the door.



"Does your father have a car, Stewart?" Ask two or three children similar questions and write appropriate sentences on the blackboard, as:

Stewart's father has a car.

Janet's father does not have a car.

"In the next part of our story . . ." *Susan went out of the door.* "As she walked along she wished that Bill might get a ride home . . ." *in a car.*

"Let's see what happened as Susan walked along. Turn to page 30. What kind of weather do you see in the picture? Why does Susan look so happy? Read what happened just as Susan went out of the door."

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [31]

Continue to guide the reading of pages 30 and 31 by asking pointed questions as previously suggested.

REREADING

Select two children for each page. Have one child tell, by interpreting the picture, the part of the story which is on a page. Have the other child read the same page orally. Ask the class to decide whether the child who told the story from the picture told the same story as the words in the book told.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Identifying possessives

Write on the blackboard:

Bill	Susan's	Mrs. Gray
Bill's	Susan	Mrs. Gray's

Use after
page 31.

Ask questions which may be answered by one of the possessive forms and call upon different children to indicate and read the appropriate answer on the blackboard. Suggested questions are: *Whose umbrella was green? Whose umbrella was red? On whose steps did the rain fall?*

Discriminating between similar word forms

Write on the blackboard the sentences below. Ask different children to decide upon the correct word to fill the blank space in each sentence.

Use after
page 31.

Bill has a . . . green umbrella.
now new

Susan took . . . umbrella.
his her

Susan said, "You never can. . ."
tell fell

Susan . . . Mother at the door.
saw was

INTERPRETATION OF MEANING

Extending word meanings

Use after
page 28.

Write these sentences on the blackboard:

It was a party just for boys.
The umbrella was just beautiful.

Tell the children that sometimes *just* means the same as *only*; and sometimes it means the same as *really*. Have them decide which meaning *just* has in the first sentence, and which meaning it has in the second sentence.

Write these sentences on the blackboard:

Susan said, "Bill is going away. I will call him."
Susan went to call on Mrs. Gray.

Tell the children that sometimes *call* means the same as *shout at*; and sometimes it means the same as *visit*. Have them decide which meaning *call* has in each of the two sentences.

Sensing deeper story meanings

Use after
page 31.

Ask the children to discuss these questions:

How do you think Bill got home?
Why do you think the title of the story
is "You Never Can Tell"?

APPLICATION OF STUDY SKILLS

Classifying items under a specific heading

Use after
page 31.

Write two headings on the blackboard: *clothes*, *house*. Tell the children the word *clothes*. Have them look through the pages of the story to find names of articles which could be classified under each of these headings. Write the words on the blackboard. The list may look something like this:

<u>clothes</u>	<u>house</u>
dress	chair
suit	window
	door
	steps

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [33]

INDEPENDENT WORK:

READ AND DO, pages 9-10.

Write on the blackboard the words below. Have the children divide their papers into two columns and write *clothes* at the top of one column and *house* at the top of the other. Then have them list the words from the blackboard under the appropriate headings.

coat	hat	shelf
window	pocket	step
ribbon	umbrellas	sleeve
dress	suit	door
shoe	cap	tub

The children may read supplementary stories, such as: "A Good Day," page 48, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941. "Rain Coming," page 154, *Laidlaw Basic Readers, Book Two*, Laidlaw Brothers, Inc., Chicago, 1940.

RELATED EXPERIENCES

Suggest that the children draw or paint pictures of Bill and Susan in the rain with their red and green umbrellas.

Let them sing rain songs, as: "The Rain," by Robert Louis Stevenson, page 114, *New Music Horizons*, Book 2, Silver Burdett Company, New York, 1944.

Let the children start a weather calendar. Each day some child may make a picture to represent the weather, and paste the picture on a large calendar in the square which contains the current date.

Suggested Story: "Rubbers and Rain," by Dorothy W. Baruch and Elizabeth R. Montgomery, *Sally Does It*, D. Appleton-Century Company, New York, 1940.

Suggested Poem: "The New Umbrella," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, New York, 1940.

The Yellow Cheese

PAGES 32-37

BUILDING BACKGROUND

Ask the children how many of them have ever seen a real mouse. Discuss what mice like to eat. Emphasize *cheese* especially and write the word on the blackboard when it is mentioned.

DEVELOPMENTAL READING

Pages
32-33
cheese
give

"This new story is about something we spoke of just a few moments ago. Mice like to eat it. So the name of the story is . . ." *The Yellow Cheese*. Children should recognize *The* and *Yellow*. See if they can supply *Cheese* from the hints that you have given them.

"In this new story Little Mouse wanted to buy some cheese, and she had to have money. So she said to Mother Mouse . . ." *give me the money*. Tell the children the word *give*, explaining that it is a new word which they will meet several times in the new story.

"Let's look at the picture on pages 32 and 33. Does Mother Mouse appear to be very busy? What is in the basket near Little Mouse? What do you suppose Mother Mouse will do with this thread? How can you tell that this is a make-believe story?

"What is the name of the story?" If children have difficulty with *cheese*, have them refer to the sentence on the blackboard. Have the two pages read in response to questions as usual.

Pages
34-35

There are no new words on these pages. Use picture discussion for setting up motives for reading. Have page 34 read for the purpose of finding out why Mother Mouse is talking so earnestly to Little Mouse. Have page 35 read to find out why the storekeeper looks so cross.

Pages
36-37
floor
top

"Little Mouse became very unhappy about something that happened in the store, so this is what she did:" *Little Mouse sat down on the floor and cried*. If the children cannot supply the word *floor* from context, tell them the word, then have the sentence read.

"Mr. Mouse had many shelves in his store. He took something from . . ." *his top shelf*. "The middle word in this phrase is new. It begins with the sound of *t*, the same sound you can hear in *tent*, *tell*, and *toy*."

Note: The new word *top* will be used as the basis for a phonics lesson in teaching the sound of *t*, as suggested under ADDITIONAL

READING ACTIVITIES, page 36. From this point on, considerable attention should be devoted to phonics, but it is advisable to do this work during separate periods, rather than to slow up interest while developing a new story. During DEVELOPMENTAL READING, however, attention may be briefly called to the phonic possibilities in a word at the time it is introduced.

"Turn to page 36. Little Mouse was in quite a predicament when Mr. Mouse told her to go home. Let's read and find out how Little Mouse answered Mr. Mouse."

Have pages 36 and 37 read as you ask guiding questions.

REREADING

Have the children reread the story for the purpose of selecting the speeches of each of the three characters. Divide the class into three groups. Have different children in Group 1 read all the parts which Mother Mouse said; have children in Group 2 read all the parts which Little Mouse said; and have children in Group 3 read all the parts which Mr. Mouse said.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

General procedure for teaching phonics

In the first grade, children are given considerable experience in matching letters. The new steps introduced in the second grade are those of developing children's sensitiveness to the sounds of the consonants, and techniques for using these sounds in attacking unrecognized words.

In developing a new consonant most children in the second grade will need additional practice of these four types: (1) practice designed to develop keener *visual discrimination*, or the ability to see quickly an initial or final consonant in an unrecognized word; (2) practice in *auditory discrimination* designed to develop the ability to perceive the sound of a letter in a word as distinguished from the sounds of other letters; (3) practice in *word building* in which the children make and read many words, both old and new, by adding or substituting initial or final consonants; (4) practice in making *contextual application* of phonetic knowledge through attacking new words which contain

these phonetic elements while reading sentences in which the new words are embedded.

In suggesting procedures for use in teaching each new phonetic element, help will be given to the teacher for developing (1) *visual discrimination*, (2) *auditory discrimination*, (3) *word building*, and (4) *contextual application*.

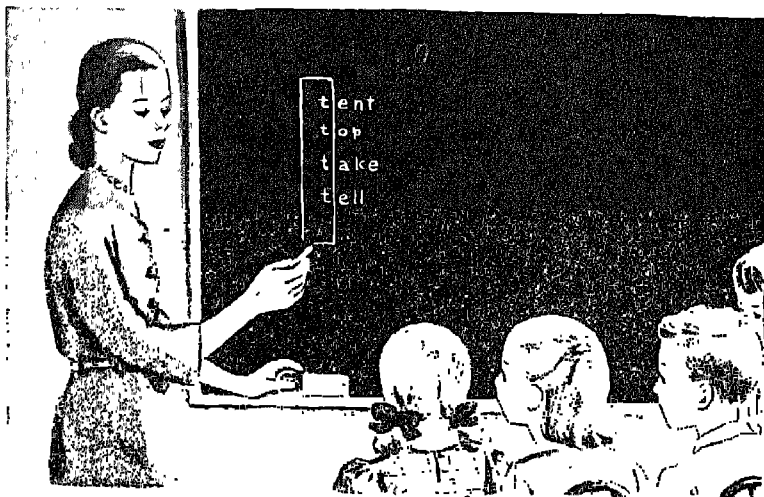
Developing the initial consonant *t*

Use after
page 37.

Visual Discrimination. Practice to produce keener visual discrimination of the consonant *t* may be given by writing known words beginning with *t* on the blackboard in a vertical column so that the *t* in each word will be directly in line with the *t* in each of the other words, as:

tent*¹
top
take
tell

Have the children read the words, and ask if they see anything which is alike in all of them. Draw a long box around the four copies of *t* in the words as an aid to visual perception and recognition of *t*.



¹Words suggested for use as key words will be starred. See "Using Key Words," page 39.

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [37]

Auditory Discrimination. Explain that this letter *t* has a sound of its own. Ask the children to listen and see if they can hear this sound. Enunciate the words distinctly, emphasizing but not isolating the sound of *t*. Have different children pronounce the words to see if the others can hear the sound of *t*.

If more practice in auditory discrimination is necessary, pronounce several words, some of which begin with *t*, others of which do not. Ask the children to clap once every time they hear a word beginning with *t*. (This procedure will be referred to on succeeding pages as the "Clap Game.")

In this and in succeeding auditory discrimination games, it is advisable to include in the list of words which you enunciate, several words which the children will meet later in their reader vocabulary, so they will become acquainted with these words verbally.

Words which may be used in playing the "Clap Game" to detect the sound of *t* are: *girl, table, house, tall, lamp, talk, tie, desk, teeth, clock, tip*.

Word Building. After keen visual and auditory discrimination of this consonant has been developed, give children practice in building words with the use of *t* as the initial consonant.

In the word building activities, try not only to make use of the new phonetic word from the story being read at the time, but as often as possible weave in new words which the children will meet in later stories.

In initial word building activities use some of the small words with which the children are familiar and to which different initial consonants may be added. For example, write on the blackboard the known word *old* and have it read. Add *t*, making the word *told*, and have it read.

In the same way build words by adding different consonants to small words already known, as: *all (tall), an (tan), in (tin)*.

Take words from the immediate reading lesson and change their initial consonants to *t*. For example, write the word *make* on the blackboard and have it read. Erase the *m* and replace it with *t* making *take*.

Other words suggested for use in word building are: *went (tent), do (to), hold (told), pen (ten), look (took), boy (toy)*.

It will be noted that some of the words suggested for word building activities are known words (*ten* and *toy*); some of them are new words

which the children will meet in their later reading of stories (*tall*, *told*); others are new words which do not occur in the Second Reader vocabulary (*tan*). The children will enjoy discovering that they can make other known words out of an old word; and they will profit by experience in building and reading new words which they will encounter later.

The purpose of these word building activities is not to drill children on a particular set of words or to fix the consonants particularly to a certain set of phonograms. The purpose is to give children practice in combining these new consonants with many letter combinations. This kind of practice will develop versatility in attacking independently any new word which begins with one of these consonants, regardless of what letter combination follows.

Contextual Application. In addition to word building activities with words alone, children should be given opportunities to recognize in context some of the words made by adding or substituting initial consonants in known words. They should be given practice in meeting, attacking, and reading new words that occur in the story at the time a new phonetic element is introduced. For example, the teacher may write on the blackboard a sentence in which the children will need to read the new word *top*. A blank should be left where *top* belongs in the sentence and the children should be given a choice of two words to fill the blank. These two words should be identical except for the initial consonant, as:

The cheese was on the . . . shelf.
 top hop

The teacher should also give children the opportunity to meet and work out in sentences new words which will occur later in the vocabulary. In making additional contextual application of the initial consonant *t* to new words, the teacher might write on the blackboard the following sentence:

Mother Mouse . . . Little Mouse to get some cheese.
 told hold

Have the children read the sentence silently, then ask a child to underline the word which he thinks is the right choice. Have another child read the sentence orally.

SECTION I: ROUND ABOUT WITH BILL AND SUSAN [39]

Other suggested sentences to use are:

Uncle Jim is a . . . man.
all tall

Mr. Mouse said, ". . . the cheese to your mother."
Take Cake

Aunt Alice . . . hold of Judy.
look took

Susan went . . . call on Mrs. Gray.
do to

Using key words

It is helpful to have readily available for self-help reference one familiar key word for each new phonetic element taught. These key words may be printed on a chart, printed on separate cards and grouped beneath or above the blackboard, or printed on a section of the blackboard reserved for this purpose. New key words should be added as new phonetic elements are developed; old key words should be removed when the children no longer need them. Use as needed.

The key word for each new element should be an easy word, and one which is used conspicuously as a basis for developing the new element. For example, the key word for *t* might be *tent*.

In making use of these key words as self-help references, the following procedure has been found effective: When a child fails to recognize a word which begins with one of the consonants that has been developed, let us say, for example, *told*, then the teacher may refer to the key word, saying "This word begins just like *tent*." If this isn't sufficient help, give further assistance through word building.

INTERPRETATION OF MEANING

Pantomiming sentences

Have each child select a sentence to read silently and pantomime. Then have the group find in the book the sentence pantomimed. Use after page 35.

APPLICATION OF STUDY SKILLS

Locating specific parts

Have the children locate the parts of the story in which Little Mouse gives the message incorrectly, and the part in which she gives the message correctly. Use after page 37.

APPRECIATION

Dramatizing the story

Use after page 37. The children will enjoy dramatizing this story. Help them to give vivid interpretations of the speech and actions of Little Mouse, Mother Mouse, and Mr. Mouse by preliminary discussion of the pictures and descriptive passages.

INDEPENDENT WORK:

READ AND DO, pages 11-13.

Write *the big yellow cheese on the top shelf* on the blackboard, and let the children illustrate the phrase.

The children may read supplementary stories, such as: "The Little Field Mice," page 127, *In City and Country*, Silver Burdett Company, New York, 1940. "The Cheeses that Ran Away," page 72, *The World Around Us*, Silver Burdett Company, New York, 1938. "The Mouse Sisters," page 56, *The Laidlaw Basic Readers, Book One*, Laidlaw Brothers, Inc., Chicago, 1940.

RELATED EXPERIENCES

Help the children to make cottage cheese by pouring soured, scalded milk into a cloth bag and draining. Cut up the cheese and add salt and cream. Let the children compare cottage cheese with yellow cheese, such as one buys in a store.

Show the children how to make cardboard puppets tacked on sticks. The puppets may be used in dramatizing *The Yellow Cheese*.

Suggested Story: "Poppadilly," by Audrey Chalmers, *Story Parade*, February 1944.

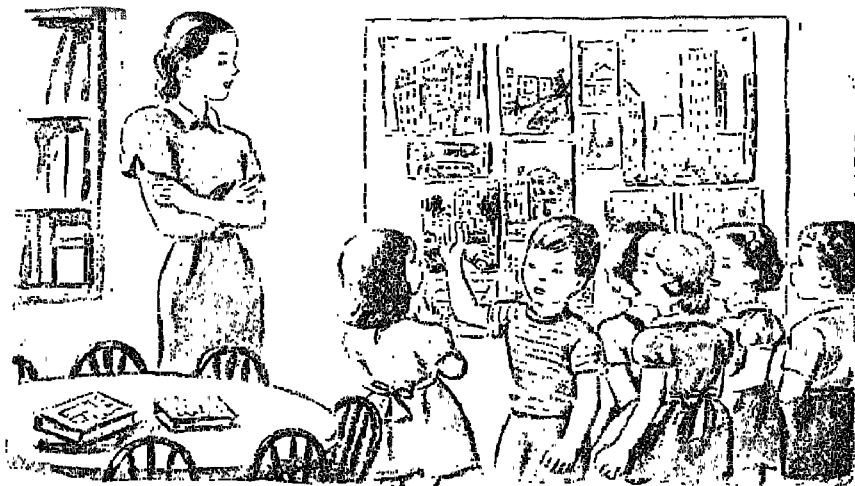
Suggested Poem: "Gray Mouse," by James S. Tippet, *I Know Some Little Animals*, Harper and Brothers, New York, 1941.

Three Children in a Big House

ILLUSTRATION: PAGES 38-39

BUILDING BACKGROUND FOR THE SECTION

Post on the bulletin board attractive pictures of city streets and buildings, including an apartment house. Place books about city life on the library table. Enter into the children's discussion of the pictures and books, supplying interesting information.



Ask the children to describe apartment houses they have seen. If none of them has ever seen an apartment house, relate an experience of your own. Explain that several families live in one big apartment house, but that each family has its own separate home or apartment within the house.

Clarify the concept that a street in the city means the same thing as a road in the country, except, of course, that many more vehicles pass over it.

"Turn to the table of contents in the front of the book. Let's read the title of our new group of stories. Yes, it is 'Three Children in a Big House.' This title tells us that most of the stories in this new section of the book will be about three children who live in one big

house. This house was not in the country; it was not in a small town; it was . . .” *in the city*. See if the children can supply and read the word *city* in the phrase.

“There is a little girl in these stories. Her name is *Katie*. The other two children are boys. One of the boys is named *Jimmie*; the other boy is named *Peter*.

“Now let’s look at the picture on pages 38 and 39 and see where *Katie*, *Jimmie*, and *Peter* live.”

Tell the children that *Jimmie* is the boy with brown hair and that *Peter* is the boy with yellow hair. Let them find *Katie*. Call attention to the pigeon in the left-hand corner of the picture and explain that it is a bird very common to cities.

Ask the children to estimate how many families could live in each of the apartment houses pictured.

Lead into a discussion of why *Katie*, *Jimmie*, and *Peter* are playing on the sidewalk, and suggest that although there are no yards in front of the houses, there may be little back yards behind the buildings.

The Big House in the City

PAGES 40-42

BUILDING BACKGROUND

Background for this story will have been developed in connection with the discussion of the double-page illustration on pages 38-39.

DEVELOPMENTAL READING

Pages
40-42
city
Katie
Jimmie
Peter

Since this is the first introduction of a definitely informative selection, you may wish to tell the children that their next story is not really a story, but that it will tell them some very interesting things about the way people live in an apartment house.

“This big house, you will remember, is not in the country; it is . . .” *in the city*. “It is the home of . . .” *Katie*, *Jimmie*, and *Peter*.

“Turn to page 40. Look at the picture. Who do you think the girl is? Where is she? Do you think her apartment is on the ground floor? Where do you think it is? Why?”

SECTION II: THREE CHILDREN IN A BIG HOUSE [43]

"Let's read the page and see if you are right." Have the title and the page read according to the usual procedure.

"Page 41 tells about Jimmie and Peter. Read the first sentence and find out what it says about Jimmie's hair and eyes." Continue in this way until the page is read.

"When Katie, Jimmie, and Peter walk out of the door of their big house they don't walk into a front yard, they walk right out . . ." Page 42
street
(*walk*)¹
to the street. Tell the children the word *street*, if they are not able to supply it from oral context, and have them read the phrase.

This is the first introduction of a word variant. The children have had *walked* in the first grade. They have also had experience in finding a small word in a larger word.

This technique should be used in aiding them to recognize the new variant, *walk*: Introduce, through narrative context, a sentence which contains *walk*, as: "Katie lives high up in a big house, so when she wants to go to the street . . ." Write on the blackboard *Katie has a long walk*. Then write the word *walked* and have it read. Ask some child to find a smaller word in *walked* and draw a line under it. Have the phrase containing *walk* read.

"Turn to page 42. What is Katie doing in the picture? In going down the steps, by whose door does Katie walk? Does she have to go down any more steps? Let's read and find out." Have the page read with the use of guiding questions.

REREADING

Have the children reread the story to find parts which serve as a check on responses made from memory.

The following questions might be used:

- (Page 40) Where does Katie live?
- (Page 41) On what floor does Jimmie live? On what floor does Peter live?
- (Page 42) Who has no steps to go down to get out of the house?

¹ When the variant form of a known word is introduced, this variant form will appear in the margin in parentheses, so the teacher may anticipate new variants and develop them. After children have had considerable practice in working with the different types of variant forms, the new variants will no longer be listed in the margin.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Deriving stem words from known past tense forms

Use after
page 42.

Visual Discrimination. While reading IN NEW PLACES, children will meet for the first time the stem word in each of the known past tense forms below. Write these words on the blackboard.

walked	opened	jumped	chewed
pulled	picked	pushed	asked

Ask different children to read one of the words, then ask them to draw a line under the smaller word within the word and read that.

Contextual Application. Write on the blackboard the sentences below. Have different children choose the correct word for each of the blank spaces. Write the word in the blank space as it is selected.

To go to the street, Katie	Peter went to the park.
must . . . by Jimmie's door.	He . . . down the street.
walk walked	walk walked

Self-help references for difficult sight words

Use as
needed.

Some children have difficulty with such words as *what, are, from, was, very*, etc. It is advisable to concentrate on a few of the most troublesome of these words until they are mastered, then to concentrate on a few more, and so on.

Some type of self-help reference to which a child may be referred each time he encounters one of these troublesome words is helpful. In a short time the child will develop the habit of referring to the self-help reference of his own accord, and the difficult words soon will become permanently fixed.

Experience Sentences. One type of self-help reference is a chart containing sentences which the children themselves have composed, making use of the "hard words" they want to remember. The following is an example of a chart for the words *what, where, when, have, got, of*:

Self-Help for Hard Words

<u>What</u> did you <u>have</u> for dinner?	<u>When</u> are you going home?
<u>Where</u> is your coat?	Henry <u>got</u> a pail <u>of</u> water.

SECTION II: THREE CHILDREN IN A BIG HOUSE [45]

Picture Labels. Another type of self-help reference may be made by labeling attractive pictures with sentences containing several of the words with which children are having difficulty. One example follows: An attractive picture showing two children playing with toys was mounted on a chart. The mother, carrying a shopping bag and walking toward the street, was visible through the window. With the children's help the picture was labeled, *These children are playing with their toys while their mother is away.* The teacher guided the composing of the label to be sure it contained the words *these, while, with, their, away*, all of which were sight words that several of the children could not remember. The label under the picture was used as a reference whenever a child failed to recognize one of these words. A few carefully prepared labels for pictures can be made to cover the most troublesome sight words.

When the children have mastered the words in one set of self-help references, replace them with new sets of sentences or labeled pictures.

INTERPRETATION OF MEANING

Associating characters with characteristics

Write on the blackboard the words and phrases below. Have a child frame one of the proper names and read it. Have another child frame and read one of the phrases which is associated with the name of the character indicated by the other pupil.

Use after
page 41.

<u>Katie</u>	<u>Jimmie</u>	<u>Peter</u>
brown eyes		top floor
blue eyes		yellow hair
blue ribbon		red hair
ground floor		brown hair

APPLICATION OF STUDY SKILLS

Selecting and locating characters

Sketch on the blackboard a three-story apartment house. Make a word card for each of the names *Katie*, *Jimmie*, and *Peter*. Ask a child to place the word card for *Katie* on the part of the apartment house in which he thinks *Katie* lives. Do the same with the cards for *Jimmie* and *Peter*.

Use after
page 42.

INDEPENDENT WORK:

READ AND DO, pages 14-15.

Have the children draw a three-story apartment house, and then draw one of the three characters in a window on each floor. Have the pictures shown. If any variation of opinion arises as to the placement of a character, have the pupils refer to their readers for verification.

The children may read supplementary stories, such as: "In the City," page 191, *Round About*, Row, Peterson and Company, Evanston, Illinois, 1941. "In the City," page 59, *Lost and Found*, D. C. Heath and Company, Boston, 1942.

RELATED EXPERIENCES

Have the children cut out magazine pictures showing different types of homes. Classify the pictures and mount them on the bulletin board.

Ask the children to draw pictures of their own homes. Have each one write on the back of his picture a phrase or a sentence about his home.

If the children live in a town or a city, take them for a walk to note the different types of homes near the school.

Suggested Story: "The City," by Lucy Sprague Mitchell, *The Here and Now Primer*, E. P. Dutton and Company, New York, 1924.

Suggested Poem: "Apartment Houses," by James S. Tippet, *I Live in a City*, Harper and Brothers, New York, 1927.

The Big Box in the Little Yard

PAGES 43-48

BUILDING BACKGROUND

Conduct a discussion about play in backyards, making use of the words *box* and *sand*.

"How many of you have a yard at home in which you play? How many have a sandpile? Do any of you have a big box in your yard in which you play?"

Let the children relate experiences in which they have used a big box as a playhouse or in other ways connected with their play activities.

DEVELOPMENTAL READING

"The name of our new story is . . ." *The Big Box in the Little Yard*. Refer to the experiences related by some of the children while building background and ask a question to this effect: "What was it Ann used for a playhouse in her yard? Our story is about a big box, too. Who can read this title on the blackboard?"

Pages
43-44
box
sand
about
guess

"The big box was in the little yard back of the apartment house where Katie, Jimmie, and Peter lived. There was something else in this yard, also. It was . . ." *a little pile of sand*. If the children need phonetic aid in attacking the new word *sand*, call their attention to the fact that the word begins with the sound of *s*, the same sound they hear in *so*, *sing*, *sat*, *suit*, and *some*, and that it has the little word *and* in it.

"In this new story the children were playing in the little yard, and Peter thought of a new game. He said to the other children . . ." *I will tell you about it*. Have the children look for the little word *out* in *about*. See if they can find out for themselves what the new word is through the use of context and this known part of the word.

"The new game which Peter thought of was a game in which the children would have to guess something." *They will have to guess*. Help the children to get the word *guess* through context. Tell it to them if necessary.

"Find page 43." Guide the children in a discussion of the picture. Ask why they think the yard is so little. Call their attention to the box, the sandpile, and the playthings in the sandpile. Have them identify the children in the picture.

Ask the children to read the title, and then have them read the first paragraph silently to find out what Peter was calling to Jimmie. Have a child read the paragraph orally. Continue in a similar manner with the remainder of the page.

"Now look at page 44. What do you suppose Peter is saying to Katie and Jimmie?" Have the page read a thought unit at a time in response to questions.

Pages
45-46
stone
know

"Jimmie looked for something to use in playing the new game, and he found a stone." *Jimmie found a stone.*

"Once Peter thought he had guessed the right answer in the game. He said . . ." *I know.* If the children do not get the word *know* from context, have them find the little word *no* and tell them that the whole word *know* sounds the same.

"Find page 45. Who is IT? What is she placing on the box? Let's read and find out how the game went."

Have pages 45 and 46 read in response to a motivating question for each thought unit.

Pages
47-48
noise
think
opened

"Peter's mother didn't want the children to hear her." *She took care not to make any noise.* Have the children read the sentence and supply the word *noise* from context.

"At one point in this game Jimmie and Katie were supposed to think of three yellow things, but . . ." *They could not think of three yellow things.*

"In playing the game the children closed their eyes, then they opened them. Close your eyes. Open them. This is what you did: First you closed your eyes, then . . ." *you opened them.*

Aid the children in interpreting the pictures on pages 47 and 48. As they read these pages, stimulate their interest continuously by asking a pointed question which leads into each successive thought unit.

REREADING

Have the story reread for the purpose of finding out the exact order in which the children were IT; and the order in which different objects were used in playing the game. Write the headings *It* and *Things Used* on the blackboard. Then write the words under the appropriate headings in the order in which the children find them while rereading the story.

SECTION II: THREE CHILDREN IN A BIG HOUSE [49]

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the initial consonants *s* and *l*

Follow the procedure described on pages 36-38 to develop the initial consonants *s* and *l*. Use after page 44-

Visual Discrimination. Suggested words to use are:

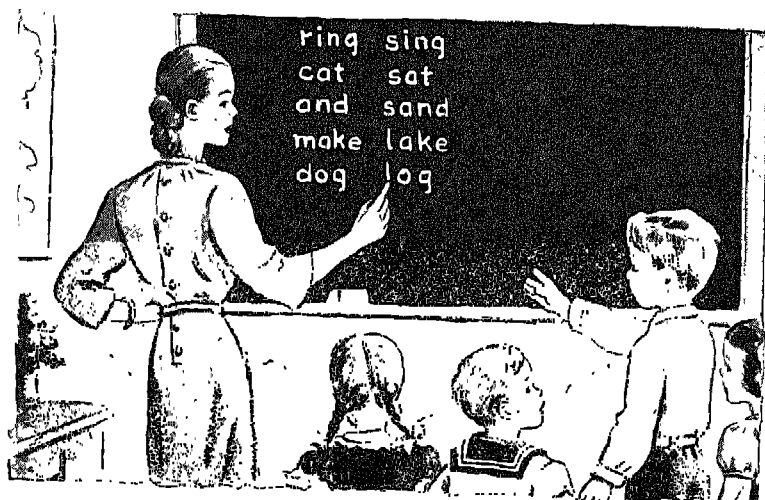
For <i>s</i> : so *	For <i>l</i> : like *
sand	let
sat	live
suit	leaves

Auditory Discrimination. Suggested words to use are:

For *s*: *pat, sand, suit, mop, sale, bell, signs, side, sit, tip, south, roof, sounds*

For *l*: *lake, leaves, fly, lady, lawn, kid, lunch, wing, log, land, bread, ladder*

Word Building. Suggested words to use are: *ring (sing), cat (sat), and (sand); red (led), give (live), make (lake), dog (log), fast (last).*



Contextual Application. Suggested sentences to use are:

There was a pile of . . . in the yard.
and sand

Katie and her mother and father . . . in a big house.
give live

Peter was the . . . one to be IT.
last fast

The boys . . . in the box.
cat sat

INTERPRETATION OF MEANING

Recognizing relationships between words

Use after page 46. Write on the blackboard the groups of words below. Ask different children to read each line of words from left to right and then draw a line under the word which does not belong. Ask them to tell why the underlined word does not belong in the line.

Katie	Teddy	Jimmie	Peter
sand	tree	box	store
stone	popcorn	cake	cheese
yellow	red	blue	pail
pail	Mother	stone	cakes

APPRECIATION

Relating story episodes to personal experiences

Use after page 48. Let the children describe some of their own "creative" games. Guide a discussion concerning how clearly the children described their games by having them refer to page 44 in their reader and make comparisons with the way Peter described his game.

INDEPENDENT WORK:

READ AND DO, pages 16-18.

Write on the blackboard this list of compound words:

fireplace	pocketbook
policeman	airplane
cannot	upon
scarecrow	another
something	popcorn

SECTION II: THREE CHILDREN IN A BIG HOUSE [51]

Have the children write the words and beneath each one write the two separate words of which the compound word is made, as:

grandfather
grand father

The children may read supplementary stories, such as: "Two Neighbors," page 27, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941. "Who Will Help Tom?" page 52, *Our New Friends*, Scott, Foresman and Company, Chicago, 1941.

RELATED EXPERIENCES

Let the children play a variant of the game described in the story. Have a child hide an object under a box while the rest of the children have their eyes closed. Then let the children guess what object was hidden. The child who guesses the object has the next turn.

Let the children make a sandbox to use on the playground.

Ask the children to cut out silhouettes (without patterns) of things with which they can play in a sandpile. Let the class guess what the objects are.

Suggested Poem: "Friends," by Dorothy Aldis, *Everything and Anything*, Minton, Balch and Company, New York, 1927.

What Katie Heard

PAGES 49-53

BUILDING BACKGROUND

Post on the bulletin board pictures of different kinds of birds. Let the children discuss their experiences in feeding birds. During the discussion, ask the children if they have heard the sharp little noise that birds make with their beaks as they peck at their food. "They go *peck, peck, peck*." (Write the words on the blackboard as you say them.)

DEVELOPMENTAL READING

Pages

49-51

bread

buses

trucks

peck

(walking)

"One morning Katie's mother asked her to go to the store to buy something that we eat with butter every day. She asked Katie to get . . ." *some bread*. See if the children can get the word *bread* from your contextual implications.

"The street on which Katie had to walk was a very busy one." Read, as you write on the blackboard, *Buses were going up and down the street*. "And something else was going up and down the street." Write and read as you do so: *Trucks were going up and down the street*. "Who can show me the new word *buses*? Who can show me the new word *trucks*?" Have each of the words underlined and read.

"Katie saw a beautiful bird walking down the street making a little noise." *Peck, peck, peck it went*. The children should remember the word *peck* from its use while BUILDING BACKGROUND.

The variant form *walk*, which was introduced on page 42 may be used in developing the new variant form *walking*, which appears on page 51. This new form is introduced in a sentence in the reader which also contains the known word *looking*. Write on the blackboard: *The bird was looking for its dinner*. Have the sentence read. Write *looking* on the blackboard and have a child draw a line under *look*. Then ask another child to find the part which says *ing* and underline that. Write *walking* under *looking* and use the same procedure. Then write this sentence from the book on the blackboard and have it read: *The bird was walking down the street, looking for its dinner*.

See ADDITIONAL READING ACTIVITIES, page 53, for more detailed procedures to use in developing the *ing* forms.

"Turn to page 49. What do you think Katie is doing? Who can read the title? Let's read and find out what Katie's mother wanted

SECTION II: THREE CHILDREN IN A BIG HOUSE [53]

her to do." Have the children continue reading pages 49 to 51 in response to questions leading into each thought unit.

"After Katie got home from the store she could still hear the noises of the buses and the trucks." *She could still hear the noises.*

"Katie heard another noise, too, and she said . . ." *That sounds like the noise the bird made.* If any of the children have difficulty in recognizing the new word *sounds*, write on the blackboard:

so round
sound

Aid the children in working out the word phonetically.

"Let's look at the picture on page 52. Why do you think Katie looks so happy?" Have pages 52 and 53 read in response to motivating questions as usual.

REREADING

Have the children reread the story for the purpose of locating specific sentences which answer such questions as the following:

(Page 49) Why didn't Katie think about the noise the buses made?

(Page 50) What made the big noises? What made the little noises?

(Page 51) What caused the bird to fly away?

(Page 52) What did Katie do when she heard the new noise again?

(Page 53) What did Katie do when she saw the bird again?

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing variant forms made by adding *ing*

Visual Discrimination. Write on the blackboard the words below.

looking
walking

Use after
page 51.

Have the children draw a line under *look* and a line under *walk*. Have them note that *ing* is left in each word.

Auditory Discrimination. Pronounce the words below and have the children clap each time you say a word that ends with *ing*.

walk, walking, stand, standing, eat, sing, eating, singing, men, say, saying, call, called, calling, fall, falling

Word Building. Write on the blackboard the words below. Have the children add *ing* to each one of them and read the resulting word.

walk, stand, eat, sing, say, call, play, work, sleep

Contextual Application. Write on the blackboard the sentences below. Have children read them, choosing the right word for each blank.

Katie was . . . down the street.

walk walking

A man was . . . on the walk.

stand standing

The bird was . . . bread.

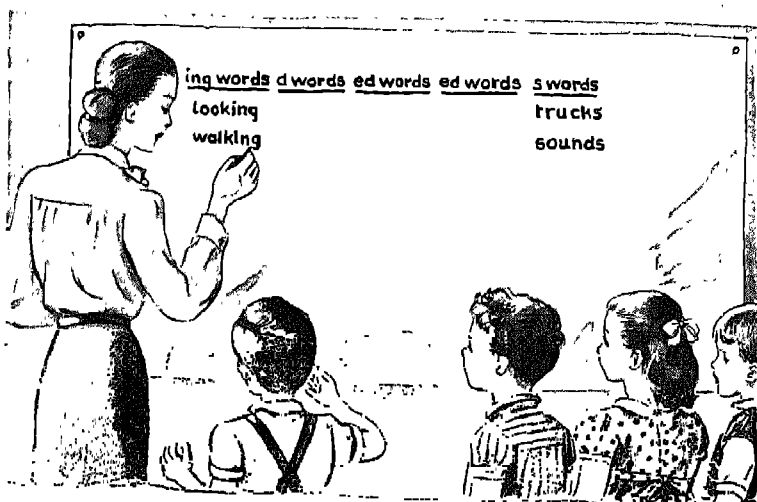
eating eat

Using a self-help reference chart for variant forms

Use as
needed.

A self-help reference chart is an invaluable aid to children in mastering the variant forms of words made by adding *ing*, *d*, *ed*, and *s*. To make such a chart, print the headings below on tagboard.

ing words d words ed words ed words¹ s words



¹ The two headings for *ed* words are needed to provide for words which end in *ed* in which the *e* is not sounded, as *stayed*, and words ending in *ed* in which the *e* is sounded, as *mended*.

SECTION II: THREE CHILDREN IN A BIG HOUSE [55]

Under the heading *ing words* write *looking* as a key reference word. Add *walking*, the new variant form which children have just had in this story. Under the heading *s words*, write *trucks* and *sounds*.

If children have difficulty with other words ending in *ing*, refer them to the chart, saying, "It is an *ing* word like *looking*. What does it say?" Then add the new word to the *ing* list. Continue to do this as long as children have difficulty in recognizing root words to which *ing* has been added. Use the same procedure with words ending with *s*; and later with words to which *d* or *ed* are added.

INTERPRETATION OF MEANING

Interpreting sound sentences

Select and write on the blackboard sentences in the story which may be interpreted in sound. Play a "Sound Effects" game. Choose a child to be IT. While the other children close their eyes, the child who is IT reads silently one of the sentences and interprets it by sound effects. The other children open their eyes and find the sentence which he interpreted. The following sentences may be used:

Use after
page 51.

Big trucks were going up and down the streets.

Peck, peck, peck it went.

Katie ran after the bird.

Down she fell on her nose.

She opened the house door.

Then she walked back down the street.

APPLICATION OF STUDY SKILLS

Organizing story events

Write on the blackboard the sentences below. Aid the children in numbering them in the order in which the events occur in the story.

Use after
page 53.

On the street was a beautiful big bird.

Katie went into the store.

Down she fell.

She opened the house door and went out.

Buses and trucks were going up and down.

She gave her mother the bread.

Katie ran after the bird.

Away went the bird.

The bird ate the bread.

APPRECIATION

Discussing character traits

Use after page 53. Let the children discuss what Katie did that showed she was a kind and thoughtful little girl. Ask them to suggest similar things they might do to be kind to birds.

INDEPENDENT WORK:

READ AND DO, pages 19-20.

Have each child illustrate one of the sentences suggested above under "Organizing Story Events." The sentence *Buses and trucks were going up and down* may be illustrated by several children, and the illustrations used later in giving a "moving picture" as described under RELATED EXPERIENCES.

The children may read supplementary stories, such as: "The Green Bird," page 112, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941. "In the Spring," page 100, *Down Our Street*, The Macmillan Company, New York, 1939.

RELATED EXPERIENCES

Let the children make a "moving picture" by taping together pictures which they made for INDEPENDENT WORK as suggested above. Fasten each end of the long strip of pictures to a dowel or a broomstick inserted in holes drilled in opposite ends of an orange or apple box. Wind the strip of pictures on one stick and slowly rewind it on the other in giving the movie. Different children should read the sentences as the pictures are shown. One group may produce the sound effects.

Ask the children to describe birds they have seen near their homes. Have illustrated bird books on the library table for children's reference in identifying the birds they discuss.

Suggested Poems: "City Trucks," by James S. Tippet, *Henry and His Friends*, World Book Company, New York, 1939. "Traffic Sounds," by James S. Tippet, *I Go A-Traveling*, Harper and Brothers, New York, 1929.

A School for Dolls

PAGES 54-58

BUILDING BACKGROUND

Invite the children to tell about their experiences in playing "school" at home. Ask if any of them have toy blackboards. Have the children describe their blackboards, and tell how a toy blackboard has to be set up in order to stand.

DEVELOPMENTAL READING

"In our next story the children play 'school' at home. Katie has a blackboard to use and . . ." *The two boys helped Katie put up her blackboard.* Write the single word *blackboard* and have a child draw a line under *black* and another line under *board*.

Pages
54-55
blackboard
word

"Katie could write a whole word at a time. She went to the blackboard and . . ." *put a word on it.*

"Look at the picture on pages 54 and 55. Who are the children? What do you think they are playing? Who are the school-children?" Have the children count the dolls and identify the boy doll, the baby doll, the doll with hair like Katie's, the old, old doll, and the doll they think can go to sleep. Have them look at Katie's blackboard and read the word she wrote on it.

"Who can read the title? Would you judge from the picture that this is a good title? Read and find out why the children were indoors. Read the next two sentences and find out why Peter and Jimmie came." Continue to ask questions until the two pages have been read.

"While they were playing the game, one of the children went out of the room." *Peter went out of the room.* "When Peter went out of the room he stepped into the hall." *He went into the hall.*

Pages
56-57
room
hall
head
(air)

"After a time Peter came back from the hall, and this is what he did": *He held his head away up.* "He held some part of his body away up. It wasn't his foot or leg, it wasn't his arm or hand." See if the children can supply the word *head* from your contextual implications.

The variant *air* can be gotten readily from the known word *airplane* at the time the children meet the word in their reading.

"Turn to page 56. On page 55 of our story, you will remember, we read that Jimmie was holding something round for the dolls to guess. Read and find out if the dolls guessed the word. What did Katie say? What did she do? Now find out what she did next." Continue with motivating questions as the children read these two pages.

Page 58
tall
fall
(standing)

"This is the reason why Peter held his head away up. It was because . . ." *He wanted to look tall.* If the children cannot solve the word *tall* from context, aid them to find the little word *all* and combine it mentally with the sound of *t*.

"There is another new word in our story. It tells what happened to the dolls." *They had a fall.* "The new word at the end of this sentence rhymes with *hall* and *tall*, but it begins with a sound we haven't talked about as yet. It begins with the sound of *f* as in *fire*, *farm*, *fat*, *find*." Aid the children to get the new word phonetically.

If children have difficulty with *standing* at the time they meet this word in their reading, refer them to the *ing* words on the chart and add *standing* to the list.

"Find page 58. What has happened to the dolls? Yes, they had a fall. Let's read the page and find out how it happened." Have the page read according to the usual procedure.

REREADING

Have the children reread the story for the purpose of finding and writing on the blackboard all of the words which Katie wrote on her blackboard, and in the same order. Have each page read silently, then orally, as the children look for the words.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the initial consonants *f* and *w*

Use after
page 58.

Visual Discrimination. Suggested words to use are:

For *f*: fire *

five

farm

feet

funny

For *w*: wagon *

warm

wind

work

will

Auditory Discrimination. Suggested words to use are:

For *f*: *five, food, seashore, roof, fine, foot, fifty, loud, farmer, finger, fence, peddler, first*

For *w*: *woman, wagon, honk, road, wood, wing, monkey, men, wait, much, how, wall*

SECTION II: THREE CHILDREN IN A BIG HOUSE [59]

Word Building. Add the initial consonants *f* or *w* to the following words and have the children read them: *at* (*fat*), *in* (*fin*, *win*), *an* (*fan*), *old* (*fold*); *ink* (*wink*), *all* (*wall*, *fall*).

Substitute the initial consonants *f* or *w* in the following words, and have the children read them: *line* (*fine*), *tell* (*fell*, *well*), *hair* (*fair*); *fire* (*wire*), *good* (*wood*), *best* (*west*), *ring* (*wing*), *day* (*way*).

Contextual Application. Suggested sentences to use are:

The children had a . . . time.

line fine

Janet's bird had a yellow . . .

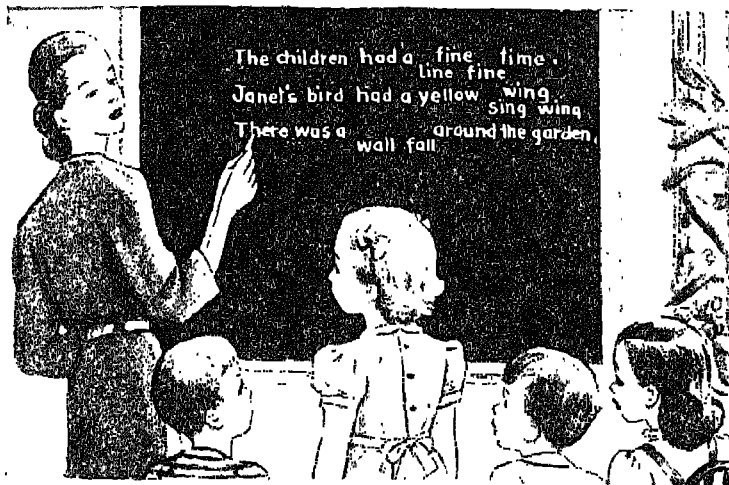
sing wing

There was a . . . around the garden.

wall fall

Peter walked all the . . . home.

day way



APPLICATION OF STUDY SKILLS

Recalling actions of characters

Write on the blackboard the headings and incomplete sentences below. Ask different children to select one of the four headings and write it in the appropriate blank, starting with the first sentence. Use after page 58.

After the blanks are filled, the books may be passed and the children asked to check on their remembrance of which character did each of these things.

<u>The dolls</u>	<u>Peter</u>	<u>Katie</u>	<u>Jimmie</u>
... put ALL on the blackboard.			... jumped up.
... thought of BALL.			... thought of HALL.
... went into the hall.			... thought of FALL.
... looked.			... were very still.

APPRECIATION

Dramatizing the story

Use after page 58. Let the children interpret this story through dramatization. Select three of the children to be Katie, Peter, and Jimmie, and allow the rest of the group to be the dolls.

INDEPENDENT WORK:

READ AND DO, pages 21-23.

Write on the blackboard the two paragraphs below. Have the children illustrate them and then evaluate each others' pictures by referring to the description in the paragraphs on the blackboard.

Katie had five dolls. One was a boy doll.
One was a baby doll in a long dress. One could go to sleep.

There was a doll with hair like Katie's. And there was an old, old doll.

The children may read supplementary stories, such as: "Jane's Dear Old Doll," page 142, *Our New Friends*, Scott, Foresman and Company, Chicago, 1941. "Where Is My Doll?" page 51, *I Know a Secret*, John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

Let the children play a rhyming word game similar to the one which the children in the story played. They may use *at*, *and*, *ear*, or some other well-known word as the basis of the game.

Invite the girls to bring to school dolls like one of Susan's. During a language period let each girl show her doll and tell how it is like one of Susan's.

The Beautiful, Singing Sound

PAGES 59-64

BUILDING BACKGROUND

If possible, post on the bulletin board pictures of fruit vendors in a city. Use these pictures to stimulate discussion of this means of selling fruit.

In case the children live in a city, invite them to discuss experiences in buying fruit from men who distribute their wares either by push-cart or truck.

If the children live in the country, invite any of them who have visited in a city to tell about fruit peddlers they have seen. Supplement with your own personal experiences and as much interesting information as you think is necessary to build background for this story with your particular group.

DEVELOPMENTAL READING

"In the beginning of our new story, Jimmie and his father and mother were eating their morning meal . . ." *They were eating their breakfast.*

"While they were eating breakfast they heard a beautiful singing sound. It went like this . . ." Write:

na
Be no

Pages
59-60
breakfast
(be-na-no)
loud
(eating)
(singing)

Have the children repeat the sound word a syllable at a time, raising their voices on *na* and accenting this syllable. (The word is pronounced bē-nā-nō.)

"The sound kept coming nearer and nearer. Soon it was not a little, quiet sound, it was a big, loud sound." *Jimmie heard a big, loud sound.*

If any of the children have difficulty with the two *ing* forms, *eating* and *singing* while reading, refer them to the chart and add *eating* and *singing* to the *ing* list.

"You will want to read this new story and find out what the beautiful, singing sound was. Look at the picture on page 59. What is Jimmie doing? Does he look as though he were listening to a sound out in the street?" Have pages 59 and 60 read in response to motivating questions.

Pages
61-62
men
bananas
(*saying*)
how
much
(*bus*)

"On page 61 we are going to read about . . ." *Two men on a truck.*
"We are going to read about a kind of fruit, also. I will give you a hint. The fruit is long and yellow . . ." *big yellow bananas.*

Assist children to get the variant *saying* in the usual manner by referring them to the chart and adding this word to the *ing* list.¹

"If you were going to buy some bananas and wanted to know what you would have to pay for them, what would you ask the man who had bananas for sale? Yes, you would say . . ." *How much are the bananas?* Tell the children that the new word *how* starts with the sound of *h* as in *hen*, *hat*, *him*, and *her*, and ends like *cow*. Aid them to get the smaller word *bus* out of *buses*.

"Turn to page 61. What kind of fruit do you see in the picture? Where do you think the fruit is? Do you think Jimmie and Peter want some of the bananas? Let's read the next two pages and see if they got any bananas." Have the pages read a thought unit at a time as you ask interesting, pointed questions.

Pages
63-64

"Look at the picture on page 63. Who is coming out of the door? Up to this point in the story Jimmie and Peter haven't gotten any of the bananas. Do you suppose they will get some now? Let's read and find out." Have pages 63 and 64 read as usual.

REREADING

Have the children reread the story for the purpose of interpreting the speeches in the same way as the people in the story said them.

Assign different children to represent the characters who speak. After the reading of each page, have the other children decide whether or not the speeches were read as they think the characters in the story might have said them.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the initial consonant *h*

Use after
page 62.

Visual Discrimination. Suggested words to use are:

hen *

how

him

her

¹ From this point on, the variant forms made by adding *ing* to familiar words will not be listed in the margins. Continue to treat these variants according to procedures previously suggested as long as the children need such help.

SECTION II: THREE CHILDREN IN A BIG HOUSE [63]

Auditory Discrimination. Suggested words to use for the "Clap Game" are: *hold, hen, pet, have, suit, hall, threw, horses, milk, high, tip, hopping.*

Word Building. Suggested words to use are: *ten (hen), ride (hide), be (he), corn (horn), at (hat), now (how), day (hay), lop (hop), will (hill), ball (hall).*

Contextual Application. Suggested sentences to use are:

The old duck had . . . little ducks.
 ten hen

The girl put on her new. . .
 cat hat

Peter went into the. . .
 ball hall

Finding smaller words

Write on the blackboard the following words: *buses, standing, singing, saying, eating.* Have the children read each word, then ask one child to draw a line under the smaller word within the word and read that. Use after page 62.

INTERPRETATION OF MEANING

Identifying similar word meanings

Write these words on the blackboard: *cage, noise, one cent, store.*

Use after
page 62.

Read the sentences below to the children. After reading each sentence, repeat the underlined word and ask a child to find a word or phrase on the blackboard which means almost the same thing.

What is that funny sound?

Can you get a banana for a penny?

We do not get bananas at a pet shop.

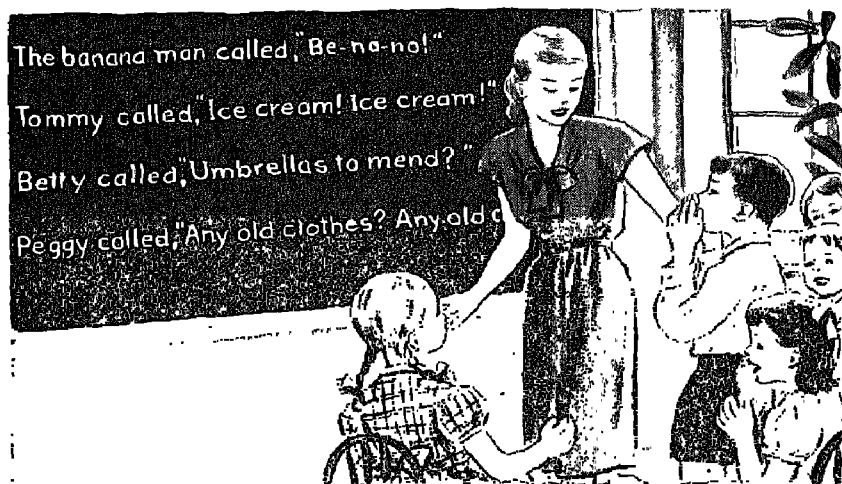
Father made a pen for a rabbit.

APPRECIATION

Developing appreciation of sound words

Have the children discuss the "calls" of various street vendors they have heard. Let them imitate some of these calls, and as they do so Use after page 64.

write experience sentences on the blackboard. Compare the "calls" with the one given in the book.



INDEPENDENT WORK:

READ AND DO, pages 24-25.

Write these headings on the blackboard: *food, numbers*.

Then write this list of words on the blackboard: *bananas, one, cakes, two, cheese, bread, nuts, three, four, corn, meat, five, eggs, ten*.

Have the children divide their papers into two columns and write *food* at the top of one column and *numbers* at the top of the other. Tell them the word *numbers* and discuss the two headings. Have them write each word in the list in the appropriate column.

RELATED EXPERIENCES

Encourage the children to create words and melody for a simple song in which they use the "Be-na-no" call.

Let each child cut from magazines and paste on drawing paper, pictures of foods which he thinks would make a good breakfast. Discuss and evaluate the pictures later from the standpoint of a well-balanced breakfast.

Suggested Poem: "Gayest of All," by Dorothy Aldis, *Before Things Happen*, G. P. Putnam's Sons, New York, 1939.

Caps for Sale

PAGES 65-72

BUILDING BACKGROUND

Use the preceding story as a transition step in building background for this new story. Tell the children that, having just finished reading a real story about men who were going up and down the street selling bananas, they are now going to read a madeup story about a peddler who went up and down the street selling something else.

Invite the children to tell about peddlers they have seen selling goods other than fruit. Bring out the point that peddlers must get very tired walking all day long, and sometimes become hungry if people don't buy very much from them.

DEVELOPMENTAL READING

"We have been talking about people who go from door to door selling things. What is such a person called?" Write the response on the blackboard: *a peddler*.

Pages
66-67
peddler
straight

"Sometimes peddlers stoop over when they walk because they are carrying a heavy load on their backs. The peddler we are going to read about carried his goods on his head and so he had to walk straight." *He had to walk very straight.*

"Find page 65. Here is a picture of the peddler. What do you think he has to sell? Why does he have to walk so very straight?" Let the children discuss this composite picture freely. Explain that the fox is in the picture because later on they will read a story about him. Lead them to discuss the idea that the story about the fox will be a "make-believe" story, too, because he is dressed in a man's clothes and is walking on his hind legs — as no real fox would do.

"Something very, very funny happened to the peddler. Turn to page 66 and we will begin reading the story." Ask questions to keep the interest moving along in a lively manner as the children read.

"On page 67 we read that the peddler went to sleep under a tree. When he awoke . . ." *He looked in the branches of the tree.* See if the children can get *branches* from context; if not, tell them the word.

Pages
68-69
branches
monkey
angry
(isz)
(branch)

The children should get the word *monkey* through association of the text with the picture when reading page 69.

"When people are very much displeased about something they sometimes get 'mad,' as some people say. There is a much better

word than *mad*, though. Can any of you tell me what it is?" If no one suggests *angry*, tell the children this word and then write: *The peddler was angry*.

Tell the children the sound word *tsz* when they come to it in their reading. Help them to get *branch* by finding this smaller word in *branches*.

"Find page 68. Where is the peddler looking? What does he see?" Let the children enjoy the humorous picture of the monkeys with the caps. "Let's read and find out what happened. What does the first sentence on page 68 tell us about the peddler's sleep?" Have the two pages read in response to questions.

"While the peddler was very angry at the monkeys, he did something with his finger." *He shook his finger*.

"The peddler also did something with his old brown cap; something that the boys did with the ball at recess time. Yes, he *threw* his cap, and this tells you where." *He threw it on the ground*.

"Let's turn to page 70 and read what happened." Aid the children in interpreting the pictures, leading them to discover that the monkeys on page 71 are imitating the peddler on page 70. On page 72 have them note by the expression on the peddler's face that he is no longer angry. Have the pages read a thought unit at a time as you ask pointed questions.

Pages
70-72
shook
finger
threw

REREADING

Have the children reread the story for the purpose of finding the sentence or sentences which best describe each picture in the story.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *t*, *s*, *l*

Use after
page 67.

Visual and Auditory Discrimination. Write on the blackboard a mixed list of words, many of which begin with *t*, *s*, and *l*, as:

top	loud	leaves	monkey
saw	caps	soldier	sound
feet	sale	take	tall

Refer to *tent*, the key word for *t*, and say, "I can see a word in the list that begins like *tent*. What is it?" Call upon a child to underline and

SECTION II: THREE CHILDREN IN A BIG HOUSE [67]

read the word he selects from the list. Continue until all of the words beginning with *t* have been underlined and read.

Use the same procedure for the consonants *s* and *l*.

Word Building. Let the children see how many different words they can make by adding or replacing the initial consonants in known words with *t*, *s*, and *l*, as: *all (tall)*, *an (tan)*, *hop (top)*, *pet (set, let)*, *tell (sell)*, *take (lake)*.

Contextual Application. Write on the blackboard sentences similar to those below, using some of the new words made during the word-building activities. Different children may read each of the sentences, selecting the appropriate word, and working out the new word phonetically.

Teddy played with his. . .

hop top

The peddler wanted to . . . his caps.

tell sell

Katie . . . the dolls play a game.

pet let

The boy saw a boat on the. . .

take lake

Finding smaller words

Write on the blackboard the following words: *branches, doing, calling, pushed, jumped, laughed*. Ask different children to find, underline, and read the smaller word in each of the words. Use after page 72.

INTERPRETATION OF MEANING

Detecting irrelevant words

Write on the blackboard the words below. Have all of the children read each line silently, from left to right. Then have one child frame the irrelevant word in the line with his two hands, read it, and explain why it doesn't belong in the list. Use after page 69.

brown blue yellow boat

cap coat peddler hat

penny peddler clown policeman

ran tree walked jumped

door monkey rabbit dog

APPRECIATION

Dramatizing the story

Use after page 72. The children may dramatize this story with conversation, or they may pantomime it as described under RELATED EXPERIENCES.

INDEPENDENT WORK:

READ AND DO, pages 26-28.

Duplicate the sentences below. Tell the children to draw a line under the wrong word in each sentence.

The peddler said, "Shoes for sale."
Many men wanted his caps.
All of his caps were on his truck.
The peddler went to bed.
On every branch sat a bird.
The peddler was happy to see the monkeys
with his caps.

Write on the blackboard the paragraph below. Have the children illustrate it, and then evaluate their pictures in terms of items mentioned in the paragraph.

The peddler looked straight up
into the branches of the tree.
He had his old brown cap on his head.
His red caps and blue caps were on
the ground. His green caps and yellow
caps were on the ground, too.

The children may read supplementary stories, such as: "The Cap that Mother Made," page 175, *Round About You*, Silver Burdett Company, New York, 1940. "The Peddler," page 88, *Friendly Village*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

Let the children tell a funny story about a monkey. Encourage each child to put a surprise element into his story.

Show the children how to use this story for a shadow show. Stretch a sheet across a doorway, and place a strong light behind the sheet. Have the children pantomime actions of characters in the story, keeping themselves between the light and the sheet.

The Fox That Traveled

PAGES 73-79

BUILDING BACKGROUND

If possible, show the children a picture of a real fox. If any of them have seen a fox, ask them to describe the animal and tell where they saw it.

Guide a discussion about whether a real fox walks on his hind legs or on all fours. Ask if a real fox wears clothes or talks. Then explain that there is a fox in the story they are about to read, and since it is a make-believe story, this fox walks on his hind legs, wears clothes and talks — and that all of this will make the story an interesting one to read.

DEVELOPMENTAL READING

“We are going to read about an old fox that went from one place to another all over the world. He traveled all the time. One summer I spent my vacation traveling. I traveled from . . .” (Indicate points between which you traveled.) “The old fox in this story traveled, too. So the name of the story is . . .” *The Fox That Traveled*.

“The old fox had no money to buy food, so he caught things to eat. One day he caught something which he wished he hadn’t caught.” *He caught a bee.*

Children should get the word *woman* from association of text with the picture while reading page 74. Tell them the proper name *Squintum’s* when they come to it in their reading. Assist them to get *open* out of *opened*.

Discuss the picture on page 73. Explain that the fox is probably tired because he has traveled all day. Lead the children to discover the bee and the bag. In interpreting the picture on page 74, ask, “Who is standing in the door?” in order to bring out the response *a woman*.

“On the first page of this story the old fox did something with the bee. Let’s find out what he did.” Have the title and both pages read in response to interesting questions which are answered in the text.

“The woman to whose house the fox went, lived on a farm. She had hens and she had a rooster. We are going to read about . . .” *her rooster.*

Pages
73-74
traveled
caught
woman
Squintum’s
(open)

Pages
75-79
rooster
drove
fields
(another)
when

"Next, the fox went to the house of a woman who had a pig. There were fields around this woman's house. Her pig was a cross old pig and he always drove things over the fields and away. One day . . ." *The pig drove a rooster over the fields and away.*

If the children have difficulty with *another* while reading, have them find the two little words in the compound word, then say them together as one word.

"When the fox came back he did something . . ." *When the fox came back, he picked up his bag.*

"Find page 75. Let's look at the picture." Discuss the picture with the children before they read the page. Have all of the pages read, asking questions which will cause the children to be curious about what will happen next, as, "What do you suppose will happen when the woman opens the bag? Let's find out what the fox did when he came back." At the end of the story ask, "Why do you think the fox never came back?"

REREADING

Have the children reread the story for the purpose of planning a dramatization.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Dividing compound words

Use after
page 79.

Write *another* on the blackboard. Ask the children to tell you the two words they see in *another*. Write the two separate words beneath the compound word in this fashion:

another
an other

Write other compound words on the blackboard and call upon different children to write the separate words beneath them. Known words which may be used are: *into, blackboard, airplane.*

Other words which may be divided at this time are: *sometimes, somewhere, someone, runaway.* Children will meet these words, or parts of them, between pages 80 and 100.

SECTION II: THREE CHILDREN IN A BIG HOUSE [71]

Reviewing the initial consonants *f*, *w*, and *h*

Provide additional practice for children who need it as suggested below. Use after page 79.

Write the following key words on the blackboard: *fire*, *wagon*, *hen*. Ask the children to guess the answers to riddles such as:

"I am thinking of a word that begins like *fire*. It is the name of a man. He raises wheat and corn and hay." (*farmer*)

"I am thinking of a word that begins like *wagon*. Red Riding Hood met this animal." (*wolf*)

"I am thinking of a word that begins like *hen*. It is the name of an animal that pulls wagons." (*horse*)

Make up other riddles using words from this story and words which will be used later in the book, as *woman*, *fields*, *woods*, *fence*, *fair*, *wing*, *feather*, *winter*, *food*.

INTERPRETATION OF MEANING

Interpreting sentences through illustrations

Write on the blackboard the sentences below. Have the children look at the illustrations for this story in the reader, then select one of the sentences on the blackboard to go with each picture. Use after page 79.

Her little boy drove it away with a stick.

The fox said, "May I leave my bag with you?"

She helped the little boy out of the bag.

One day the fox sat down under a tree.

The woman opened the bag and the bee flew out.

APPRECIATION

Discriminating between fact and fancy

Have the children turn to the table of contents and find the section headed "Three Children in a Big House." Have them read the titles of all the stories in this section, and decide through discussion which of the stories might really have happened, and which are make-believe stories. Let the children express their personal preferences as to which of the two types of stories they like best. Use after page 79.

INDEPENDENT WORK:

READ AND DO, pages 29-33.

Have the children write the compound words below. Tell them to write beneath each word the two words of which it is composed, as:

	another
	an other
into	somewhere
blackboard	someone
without	runaway
sometimes	strawberries

Have the children write the words below. Ask them to read each line from left to right and cross out the word that doesn't belong.

fox monkey bird cat
 finger two ten five
 traveled ran walked bee
 door woman window floor
 fields bee rooster pig
 woman man boy rooster
 buses bag cars trucks
 rooster duck bird fields

The children may read supplementary stories, such as: "The Cat and the Mouse," page 143, *The World Around Us*, Silver Burdett Company, New York, 1938. "Red Hen and Sly Fox," page 106, *The Laidlaw Basic Readers, Book One*, Laidlaw Brothers, Inc., Chicago, 1940.

RELATED EXPERIENCES

Let the children tell this story in their own words for a make-believe radio broadcast program.

Introduce a music appreciation lesson using "The Flight of the Bumble Bee," by Rimsky-Korsakov, Decca Record, No. 4296 or 23102.

Suggested Stories: "Why the Tail of the Fox Has a White Tip," by Florence Holbrook, *Book of Nature Myths*, Houghton Mifflin Company, New York, 1902. "The Cat, the Cock, and the Fox," by Valery Carrick, *Picture Tales from the Russian*, Frederick A. Stokes Company, New York, 1913.

SECTION III

More Animals for the Barn

ILLUSTRATION: PAGES 80-81

BUILDING BACKGROUND FOR THE SECTION

Post pictures of farm animals and farm buildings on the bulletin board. Place books about farm life on the library table. Enter into the children's discussion of these pictures and books, supplementing with interesting background information.

If the children live in the country, invite them to tell of their personal experiences with their farm pets. If they live in the city, ask them to tell of any experiences they may have had in visiting on a farm. Supplement with your own personal experiences, particularly as concerned with farm animals, using the words *horses*, *cows*, and *barn*.

Have the children turn to the picture on pages 80-81. Tell them that the children in the picture are *David* and *Sue*, and that the dog is their pet, named *Blackie*. (Write these proper names on the blackboard.) Guide the children in a discussion of the picture, emphasizing that *David* and *Sue* live on a farm. Have them find *David* and *Sue's* home and note that there are trees around the house. Ask them to find the schoolhouse where *David* and *Sue* go to school, and the pond where they go swimming. Finally, have them find the big red building to the right of the house and name it. Write *the barn* on the blackboard as the children name this building. Explain that farm animals sleep in the barn. Write *farm animals* on the blackboard, and under this heading list the names of some farm animals which might sleep in this barn, as the children suggest them.

Have the children turn to the table of contents and read the title of this new section, *More Animals for the Barn*. Let them discuss what this title suggests as to the kind of stories they will read in this section.

David and Sue

PAGES 82-84

BUILDING BACKGROUND

Background for this story will have been developed in connection with the discussion of the double-page illustration on pages 80-81.

DEVELOPMENTAL READING

Pages
82-83
David
Sue
(*some-*
times)
animals
barn
(*jump*)

"Our next story is not really a story, but it will tell you some very interesting things about how David and Sue live on their farm; how they work, and play, and go to school. So the title is. . . ." *David and Sue.*

"The children have a good time playing with their pet, Blackie, but he isn't the only animal who is a pet." *All the farm animals are pets.*

"You will remember there is a big red barn on the farm. It is a good place to play, and . . ." *sometimes the children hide in the barn.*

Aid children who need assistance to get *sometimes* by underlining and reading the two words within the compound word; to get *jump* by finding the smaller word in *jumped*. These techniques should be used throughout the book in assisting children to get variant forms of known words when they appear as compound words, as parts of compound words, or as the stem word of a familiar word made by adding *ed*, *d*, or *ing*. (Such variants will not be listed or discussed from this point on in connection with DEVELOPMENTAL READING. They will be listed and procedures suggested for working with them at various points under ADDITIONAL READING ACTIVITIES.)

"Turn to page 82. Read the title to yourselves. The first two sentences tell something about the fun David and Sue have. Read and find out about their fun. The next sentence tells about something they can do in the fields. What is it?" Continue in this way until the children have read the two pages.

"The next page tells us the ways in which David and Sue help. They help with the farm animals, especially the horses and cows. I'll write this phrase." *horses and cows.* "Notice that *cows* begins with the sound of *c* as in *cat*, *cake*, *car*, *cap*."

"Read and find out what it says about the children playing all the time. What does David do to help?" Have the remainder of the page read as you ask questions.

REREADING

Have the children reread the story for the purpose of selecting all of the different things on David and Sue's farm. Write the names of the things on the blackboard as the children come to them in their reading: *fields*, *apple trees*, *nut trees*, *pond*, *Blackie*, *horses*, *cows*, *chickens*.

Page 84
horses
cows

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Finding a smaller word within another word

Below is a list of known words that contain smaller new words which the children will encounter while reading pages 82 to 107. It would be advisable to give practice on these words at this time. The words may be written on the blackboard and different children asked to underline the little word or words within the larger words, or to write the smaller word beneath the same word in the larger word. In every case, each child should read the smaller word as he works with it.

Use after
page 83.

pushed	jumped	tied
laughed	chewed	asked

Finding known words in new compound words

Write on the blackboard the list of words below. Ask different children to underline and read the two known words in each compound word and then read the whole word.

Use after
page 84.

sometimes	someone	another
somewhere	runaway	airplane

Developing the initial consonants c and n

Visual Discrimination. Suggested words to use are:

Use after
page 84.

For c: cat *	For n: nut *
cake	not
car	never
cap	no

Auditory Discrimination. Suggested words to use are:

For c: cold, catch, ladder, coat, road, calves, card, pasture, cottage, cat, fence, canoe

For n: not, north, fence, nail, name, poor, Ned, fair, kid, noise, dance, need, never

Word Building. Suggested words to use are: at (cat), an (can), old (cold), got (cot, not), all (call); feed (need), cow (now), cut (nut), pail (nail), came (name).

Contextual Application. Suggested sentences to use are:

Sue said, "I want a . . ." David went to . . . his dog.
 at cat all call

The boy said his . . . was David. There are . . . trees on the farm.
came name nut cut

APPLICATION OF STUDY SKILLS

Classifying items under a specified heading

Use after page 84. Have the children divide a sheet of paper into two columns and label one *work* and the other *play*. Then have them find all the things in the story that David and Sue do, and list each thing in the appropriate column.

INDEPENDENT WORK:

READ AND DO, pages 34-35.

Write on the blackboard the list of words below. Have the children draw pictures of all the things in this list which were on David and Sue's farm.

apple trees	a fox	nut trees
a school	fields	a pond

The children may read supplementary stories, such as: "A Boy on a Dairy Farm," page 45, *The World Around Us*, Silver Burdett Company, 1938. "Summer on the Farm," page 107, *Down Our Street*, The Macmillan Company, New York, 1939.

RELATED EXPERIENCES

Let the children paint a frieze showing pets on the farm.
Teach songs about farm animals.

Teach songs about farm animals, such as: "Farmyard Pets," page 108, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

Have the children compose a letter to a child living on a farm, asking him to send snapshots of his farm pets. The letter should be the result of group composition. If it is a long letter, it may be written by the teacher.

Suggested Stories: "What I Love in the Country" and "Susan's Story," by Lucy Sprague Mitchell, *The Here and Now Primer*, E. P. Dutton and Company, Inc., New York, 1924.

A Cat for the Barn

PAGES 85-88

BUILDING BACKGROUND

Ask the children how many of them have cats, and whether their cats stay in the house or out of doors. When a child says his cat stays in the house, say: "Your cat is a *house cat*, isn't it?" If a child lives in the country he may say that his cat stays in the barn, to which you would reply, "Your cat is a *barn cat*, isn't it?" If the children live in the city explain that in the country cats are often kept in the barn and that they are called "*barn cats*."

DEVELOPMENTAL READING

"David and Sue wanted a cat. They thought there was a real need for a cat in the barn, so they said . . ." *We need a cat.* Children should be able to get *need* phonetically by comparing it with *nut* and *feed*.
"The reason they thought they needed a cat was because of some little mice in the barn. David said . . ." *There are mice in the barn.*

Pages
85-86
need
mice
always

"A new word which you will have soon is in this sentence: "*When you don't want a cat, someone always has a cat to give away.* Let the children discuss what the new word is. If necessary, help them by writing *all way*, then combining to make *always* and adding the *s*. Explain that when these two words are put together, one *l* is dropped.

"Let's look at the picture on page 85." Guide the children in discussing why David and Sue are looking so surprised, and why they might need a barn cat.

"The first page tells us about the conversation the children had with their father and mother in regard to getting a barn cat. Let's read it and find out if they consented." Have this page and page 86 read, a thought unit at a time, in response to questions.

There are no new words on pages 87 and 88. Guide the children in interpreting from the picture on page 87 that Sue was very fond of the little cat. On page 88 let the children enjoy the humor in the picture of the little cat being frightened by the mouse.

Pages
87-88

"When we read page 86, we found out that Father brought the little cat home to stay in the barn. The first three sentences on page 87 tell something he said to the children about the cat. Read and find out what it was." Continue to ask questions of this type as the children read these pages.

REREADING

Write these quotations on the blackboard:

"We need a cat."	(David and Sue)
"Why do we need a cat?"	(Father and Mother)
"Did you get a barn cat?"	(David and Sue)
"This is the best I could do."	(Father)
"The mice may catch the cat."	(David)

Have the children tell who they think said each quotation. Write the names on the blackboard as the children suggest them. Have the story reread for the purpose of checking to see whether or not they were right.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing variants made by adding *ing*

Use after
page 88.

Between pages 88 and 135, children will meet the following known stem words changed to a variant form by the addition of *ing*: *milk*, *bang*, *be*, *splash*, *laugh*, *help*, *fall*, *mend*, *climb*. Write these words on the blackboard and have them read. Add *ing* to *milk*, making the word *milking*, and have it read. Ask different children to add *ing* to each of the other words and then to read the word in its *ing* form.

Print cards and play the card game described on page 120, concentrating on *ing* forms.

INTERPRETATION OF MEANING

Answering questions

Use after
page 88.

Write on the blackboard the sentences and words below. Have all of the children read the first sentence and words silently. Ask a pupil to draw a line under the right answer. Use the same procedure for the remaining sentences.

What animal did the children need? horse cow cat
 What did Father take out of the car? pig cat hen
 What did the little cat see? milk mice more
 What was it that ran away? mice must many
 What was it that jumped? can cat cake

Verifying inferences

Read each of the statements below to the children, then have them find and read the part of the story which would cause them to believe that the statement is true. Use after page 88.

There were no goats on the farm.
 David and Sue liked animals.
 Mother, Father, and the children
 tried hard to get a cat.
 It was not a baby cat.
 It was not a full-grown cat.
 David liked to make a joke.
 Mice can see in the dark.
 Cats can see in the dark.

INDEPENDENT WORK:

READ AND DO, page 36.

Write on the blackboard the sentences below. Let each child select and illustrate one sentence.

There were mice in the barn.
 Sue and David ran out to the car.
 The cat had its dinner.
 The mice ran away.

The children may read supplementary stories, such as: "Mary Finds a Cat," page 92, *Something Different*, D. C. Heath and Company, 1942. "Minnie," page 144, *We Live in a City*, Ginn and Company, Boston, 1940.

RELATED EXPERIENCES

Suggest that each child make a scrapbook of pictures of farm pets. The pictures may be drawn by the children or cut from magazines.

Ask the children to compose a set of directions telling how to care for a cat. Write the directions on the blackboard as the children suggest them.

Suggested Stories: "Daddy Brings a Surprise," by Rhoda N. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, Inc., New York, 1940. "Puss-in-Boots," *A Treasure Chest of Nursery Favorites*, Rand McNally and Company, New York, 1936.

A Cat for the House

PAGES 89-93

BUILDING BACKGROUND

Discuss again the difference between a barn cat and a house cat.
Have the children talk about barns and the way they look inside.
Explain that a hayloft is a place high up in the barn where hay is stored.

DEVELOPMENTAL READING

Pages
89-90
milk
any
climbed
hayloft

"Do you know why farmers keep cows? What do they get from cows that we use for food? Yes, and it's quite a chore to milk the cows. In our new story David went out to the barn to help his father . . ." *milk the cows.*

"Sue went to the barn one morning. She wondered if her little cat had caught any mice. She thought . . ." *Has my little cat caught any mice?*

"In their barn they had a big hayloft, a floor high up in the barn on which they kept hay. Sometimes Sue climbed up to the hayloft, sometimes . . ." *David climbed up to the hayloft.*

"We read about a cat for the barn, now we are going to read about a cat for the house. Let's read page 89 and find out if it was the same cat." In discussing the picture on page 90, guide the children to note where David and Sue are looking for the cat. Have them read page 90 to find out all the places they looked. As usual, use questions to motivate the reading of each thought unit.

"As we read the next page in the story we are going to find a sentence that says this about Susan . . ." *When she came near the house, she heard . . .* "I won't tell you what she heard, but I'll show you how to find out the new word after *came*." Show the children the little word *ear* in *near* and have them mentally combine the sound of *n* with *ear* to find out the new word.

"David had to climb up to a high place. Father had a ladder in the barn, so . . ." *Father got a ladder.*

"You are going to meet another new word on page 92 of our story. What were you doing while I worked with the other children?" Write a response on the blackboard similar to this:

We were reading while you worked
with the other children.

Pages
91-93
near
ladder
while

SECTION III: MORE ANIMALS FOR THE BARN [81]

Have the sentence read, calling attention to the new word *while*. Explain that this word begins with *wh*, which sounds just like *wh* in *what*, *why*, *where*.

"Turn to page 91. Why do you suppose everyone is looking toward the top of the house? Let's read and find out." Have page 92 read to find out if David was able to rescue the cat; page 93 to find out why the cat happened to be in the house. Ask motivating questions for smaller sections of text as each page is read.

REREADING

Have the children reread the story for the purpose of finding the most exciting parts.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

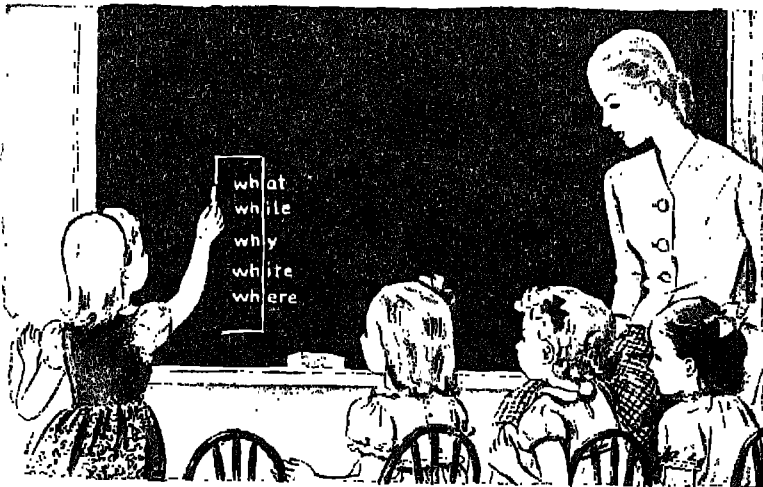
WORD RECOGNITION

Developing the initial speech sounds *wh* and *ch*

Visual Discrimination. Write the following known words beginning with *wh* on the blackboard: Use after
page 93.

what * while why white where

Ask the children to note the part of these words which is alike. Have a child draw one long box around all copies of *wh*.



Develop *ch* in the same way as suggested for *wh*. Suggested words to use are:

cheese * chair chicken children

Auditory Discrimination. Explain that the *wh* in the words *what*, *while*, *why*, *white*, and *where*, listed above, has just one sound. Ask the children to listen as you pronounce the words and see if they can hear the sound of *wh*.

As you say the following words, see if the children can tell which of them begin with the *wh* sound: *shed*, *while*, *shovel*, *whisper*, *whistle*, *thief*, *thirsty*, *when*.

Suggested words to use in developing auditory discrimination of the initial speech sound *ch* are: *change*, *chased*, *stamped*, *shook*, *chipmunks*, *shell*, *chair*, *chew*, *cherries*.

Word Building. Write several known words on the blackboard and have the children read them. Add *ch* or *wh* to the root word or replace the initial consonant or consonant blend with *wh* or *ch*. Suggested words to use are: *in* (*chin*), *best* (*chest*), *hair* (*chair*), *top* (*chop*), *new* (*chew*); *pile* (*while*), *by* (*why*), *there* (*where*), *then* (*when*), *sale* (*whale*).

Contextual Application. Suggested sentences to use are:

The children waited . . . Father got the ladder.
pile while

. . . Sue came near the house she heard a noise.
Then When

The little cat went to sleep in Father's . . .
hair chair

INTERPRETATION OF MEANING

Evaluating the sense of a statement

Use after page 93. Write on the blackboard the sentences below. Have the children read each sentence silently and decide whether or not it is true. Ask different children to write *Yes* or *No* after each sentence according to their decision.

David can milk a cow.	Father climbed the tree.
The cat was in the hayloft.	The milk was cold.
The cat was on top of the house.	The children liked the cat.
The cat was in a tall tree.	The cat went to sleep in a chair.

APPRECIATION

Generalizing character traits

Discuss the mutual helpfulness of the family, guiding the children to note David's helpfulness to Father and Sue, Sue's obedience, and Mother's kindness to the children and to the kitten. Use after page 93.

INDEPENDENT WORK:

READ AND DO, page 37.

Write on the blackboard the sentences below. Have the children number their papers accordingly. Then ask them to choose from the three words under each blank space the right word to complete the sentence, and then write this word beside the appropriate number.

1. David climbed up to the . . .
hayloft horses harness
2. He climbed up the . . .
loud lemonade ladder
3. He could not find . . . eggs.
away any about
4. David helped Father . . . the cows.
milk meat mice

The children may read supplementary stories, such as: "A House for the Cat," page 50, *Something Different*, D. C. Heath and Company, Boston, 1942. "The Good Cat Jupie," page 19, *We Grow Up*, The Macmillan Company, New York, 1939.

RELATED EXPERIENCES

Invite the children to tell of any personal experiences they may have had in helping cats down from high places.

Take them out of doors to identify and draw tall trees near the school.

Show them a copy of the famous painting of "Girl with Cat," by Paul Hoecker, for an art appreciation lesson.

Suggested Story: "Sneakers, That Rapsallion Cat," by Margaret Wise Brown, *The Wonderful Kitten*, E. P. Dutton and Company, Inc., New York, 1938.

Suggested Poem: "Lapping," by Lysbeth Boyd Borie, *Poems for Peter*, J. B. Lippincott Company, Philadelphia, 1928.

The Runaway Goats

PAGES 94-100

BUILDING BACKGROUND

If possible, show the children some large pictures of goats. Let them discuss their experiences in seeing, feeding, or playing with goats. During this discussion, watch for an opportunity to clarify the children's concept of *pasture*, explaining that a pasture is a piece of land covered with grass where farmers keep cows, sheep, and goats during the spring and summer months.

DEVELOPMENTAL READING

Pages
94-95
road
around
pasture

"In our new story we are going to read about some goats. We are also going to meet a man named Mr. Brown who lived down the road from David's farm." *Mr. Brown lived on a farm down the road.*

"Mr. Brown gave David some goats. David's father was afraid they would be a nuisance, but David thought the goats could just play around in the pasture and not be any trouble, so he said . . ." *They can play around in the pasture.*

"Let's look at the picture on page 94. Why do you think David and Sue look so happy? This new story has an exciting title, . . ." *The Runaway Goats.* Aid the children to work out *Runaway* by finding the two words of which it is composed. Have the page read to find out how David happened to have the goats.

In discussing the picture on page 95, lead the children to the conclusion that David is making a pen for the goats. Have the children read to find what David did to take care of the goats.

Pages
96-97

There are no new words on pages 96 and 97. In discussing the picture on page 96 ask, "Where are the goats?" Guide a discussion as to the kind of place this pasture is. Have page 96 read to find out what the goats did in the pasture. Guide the reading of both pages by asking a motivating question for each thought unit.

Pages
98-99
grew
fence
honk

"The goats were little when David got them, but . . ." *The goats grew very fast.*

"There was a fence around the pasture where the goats were kept. It was a low fence and one day . . ." *One goat jumped over the fence.*

"While David was running after the goats, he heard a car making a loud sound. It was going 'Honk! Honk!'" *David heard, "Honk, Honk!"*

SECTION III: MORE ANIMALS FOR THE BARN [85]

Guide the children in interpreting what is happening in the pictures on pages 98 and 99. Maintain interest during the reading by asking a question which is answered by each thought unit.

"The goats were getting tired, and when they heard the car honk they stopped running." *When they heard the car they stopped.* Have the children find *stop* in *stopped*. Page 100
stopped
high

"Finally they put the goats in a pasture with a high fence. They couldn't jump over this fence because . . ." *It was too high.*

"Let's read the last page of our story and find out just how David and Father caught the goats." Supplement the reading with questions leading into each thought unit.

REREADING

Have the children reread the story for the purpose of deciding which is the most important part on each page. The entire group should read each page silently, then each of several different children may be called upon to read orally the part which he considers to be most important.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Finding a smaller word in another word

The words listed below are either compound words made up of known words, or root words appearing in derived forms which the children already know. They will meet these compound words or parts of them as variants between pages 101 and 115. It is advisable to devote a period to work with these words at this point. Write the words on the blackboard and have the children underline and read the smaller word or words within each of the larger words. Use after
page 95.

fireplace	(fire)	(place)	chewed	(chew)
hayloft	(hay)	(loft)	laughed	(laugh)
anything	(any)	(thing)	tied	(tie)
everyone	(every)	(one)	asked	(ask)

INTERPRETATION OF MEANING

Enriching word meanings

Clarify the children's concept of *pasture* by using it in sentences in contrast with *barn* and *field*. Write on the blackboard sentences Use after
page 95.

similar to those given below, and have the children choose *pasture*, *field*, or *barn* to write in the blank space.

barn pasture field

The goats are out in the . . . (pasture)
 Father grew corn in the . . . (field)
 The cows eat hay in the . . . (barn)
 The cows eat grass in the . . . (pasture)
 There are doors in the . . . (barn)

Selecting the correct answer to a question

Use after page 99. Write on the blackboard the sentences and words below. Have all of the children read each sentence and its possible answers silently; then ask one child to read and underline the right answer.

What did Mr. Brown give to David? cats goats
 What did David make for the goats? house pen
 In what did the goats ride? train car
 Over what did the goats jump? fence stone

APPLICATION OF STUDY SKILLS

Locating specific items

Use after page 100. Have the children scan the four stories they have read about the farm and find the names of as many things as they can which farmers contribute to city life. List the items on the blackboard, as: *berries, apples, nuts, eggs, chickens, milk*, etc. Copy this list on a chart and have the children add to it later on as they find additional items.

Using the table of contents

Use after page 100. Have the children look in the table of contents for all stories about animals up to page 100. Make a list on the blackboard of the titles and page numbers of the stories as the children find them.

APPRECIATION

Interpreting emotions and behavior of characters through pictures

Use after page 100. Have the children find all of the pictures on pages 80 to 100 which show that David and Sue had a happy time playing with their pets, and those which show that they took good care of their pets. Encourage free discussion.

SECTION III: MORE ANIMALS FOR THE BARN [87]

INDEPENDENT WORK:

READ AND DO, pages 38-39.

Write on the blackboard the sentences below. Have the children number their papers accordingly and write *Yes* after the number if the sentence is true; *No* if the sentence is false.

- | | | |
|--|-----|----|
| 1. Three little goats jumped out of Mr. Brown's car. | Yes | No |
| 2. David took good care of the goats. | Yes | No |
| 3. Every morning he gave them milk. | Yes | No |
| 4. The little goats were always still. | Yes | No |
| 5. Father wanted to get some bags of sand. | Yes | No |
| 6. Father was happy to have the goats in the car. | Yes | No |
| 7. The goats always wanted to get out of the car. | Yes | No |
| 8. The goats jumped over the fence. | Yes | No |

Write on the blackboard the following words: *goats, policeman, bananas, mice, car, pen, pasture, water, ladder, sand, road, fence, runaway, honk*. Have the children select and write all of the words which belong to the story *The Runaway Goats*.

The children may read supplementary stories, such as: "Marie and Her Goat," page 54, *The World Around Us*, Silver Burdett Company, New York, 1938. "Snowball," page 26, *We Live in a City*, Ginn and Company, Boston, 1940.

RELATED EXPERIENCES

Let the children demonstrate calls for different kinds of pets.

Guide the children in composing a chart story which explains why people keep goats (for milk, meat, skins, pets). Let each child draw an illustration for this story. Mount the best picture on the chart.

Suggested Story: "The Boy and the Goat," by Marjorie Pratt and Mary Meighen, *Read Another Story*, Benjamin H. Sanborn and Company, Chicago, 1939.

Suggested Poem: "Our Automobile," by James S. Tippet, *I Go A-Traveling*, Harper and Brothers, New York, 1929.

Betsy in the Hay

PAGES 101-106

BUILDING BACKGROUND

Show the children pictures of cows and calves, making sure that they understand what a calf is. Explain that baby calves cannot chew food or drink from a pail when they are very little, and that as they grow older they have to learn to do these things.

Let the children relate any experiences they have had with calves.

DEVELOPMENTAL READING

Pages
101-102
*Betsy
calves*

"Our new story is about Sue's favorite doll. Sue's mother had made the doll at home. Her name is Betsy. The name of the story is . . ." *Betsy in the Hay*.

"There are some calves in the story, too. Sue liked to watch her father . . ." *feed the calves*.

"Find page 101. Whom do you see in the picture? Does Betsy look like a home-made doll? Where is Sue? Where do you think the hay is? (Develop the idea of the hayloft.)

"Let's read and find out how Sue played with Betsy in the hay." In interpreting the picture on page 102 ask, "Where do you think Sue has gone? What do you see in the picture which makes you think that the hayloft was high up in the barn? Let's read and find out where Sue is." Ask pointed questions as the children read these two pages.

Pages
103-104
*drink
in began*

"The little calves on Sue's farm knew how to drink." *All the calves began to drink from pails*. Aid the children to find *be* and *an* in *began*.

"Now look at the picture on page 103. What do you think the calves are doing? Let's read and find out where the calves were and what they did."

Have the children express their opinions as to why Sue looks so surprised in the picture on page 104, then have them read the page to see if they were right. Use motivating questions for each thought unit.

Pages
105-106
*pitched
poor
before*

"Before they went in to supper, David looked over at Old Jim, one of the horses. Old Jim was looking at some hay that Father had pitched down for his supper. David, too, was looking . . ." *at the hay that Father had pitched down*.

"Something dreadful had happened to Betsy, and Sue felt so sorry for her poor doll that she said . . ." *You poor thing!*

Before should be introduced during the reading of the story.

In discussing the picture on page 105, have the children express opinions as to why David is smiling and why Sue is looking so serious, then have them read the page to find out. In discussing the picture on page 106, lead them to speculate as to whether Old Jim will eat Betsy for his supper. This may serve as the motive for reading the page.

Provide a separate motive for each thought unit through the use of leading questions as the children read. When they come to the new word *before* aid them to get it through context clues together with recognition of the little word *be*.

REREADING

Have the children reread the story to select the parts which, if illustrated, would make a good "talking movie film." Write on the blackboard a caption for each picture as the children decide upon it. (See INDEPENDENT WORK for follow-up activities.)

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *c* and *n*

Visual and Auditory Discrimination. Write on the blackboard a mixed list of known words, many of which begin with *c* and *n*, as: *cap, suit, catch, never, car, top, noise, room, caught, need, ladder, near, calves.* Use after page 104.

Refer to the key word for *c* (*cat*) and say, "I can see a word in the list that begins like *cat*. What is it?" Call upon a child to underline and read the word he selects from the list. Continue until all of the words beginning with *c* have been underlined and read.

Use the same procedure for *n*.

Word Building. Let the children build words by adding or replacing the initial consonants in known words with *c* and *n*, as: *an (can), at (cat), look (cook), feed (need), ear (near), how (now, cow), cap (nap).*

Contextual Application. Write on the blackboard sentences similar to those below, using the new words made in the word-building

activity. Different children may read each of the sentences, selecting the appropriate word, and working out the new word phonetically

The little . . . was in the hayloft.

at cat

The little cat took a . . . in Father's chair.

cap nap

David said, "The goats . . . a pen."

feed need

Father was milking the. . .

now cow

INTERPRETATION OF MEANING

Associating words of opposite meaning

Use after
page 104.

Write the words below on the blackboard in the formation indicated. Have all of the children read the first group of three words silently and then select the word which means the opposite of the one underlined. Have one child read and underline the word with the opposite meaning. Use the same procedure with the other groups of words.

down

in up

under

over around

big

little pretty

fast

good slow

lost

found look

stop

go stand

Interpreting meanings by pantomiming

Use after
page 104.

Write on the blackboard the sentences below. Have all of the children read the sentences silently, then call upon different children to pantomime one of the sentences.

Sue made a place in the hay for the floor of her house.

Sue climbed up to the hayloft.

David looked on the barn floor for the doll.

Then David began to laugh.

Sue caught up Betsy and held the doll in her arms.

APPLICATION OF STUDY SKILLS**Selecting the correct answer to a question**

Write on the blackboard the sentences and phrases below. Have all of the children read the questions and phrases. Call upon one child to read and underline the correct answer for each group. Use after page 106.

Where was Sue playing? Where did David look for Betsy?

in the house

in the car

in the tree

in the pails

in a field

in the pen

in the pond

on the barn floor

in the hayloft

in a tree

Organizing events in sequence

Write on the blackboard the sentences below. Read the sentences to the children and ask them to help you number them in the order of their occurrence in the story. Use after page 106.

Sue climbed down the ladder.

Sue put Betsy to sleep.

Father was milking.

The calves began to drink from the pails.

Sue could not find Betsy.

Old Jim was not eating the hay.

A calf chewed Sue's dress.

Sue was playing in the hayloft.

Mother called.

INDEPENDENT WORK:

READ AND DO, pages 40-42.

Have the children make pictures for their "talking movie" as decided upon during the rereading of the story.

Have the children write the compound words below, and beneath each one the two separate words of which it is composed.

everyone

without

barnyard

anyone

stepladder

workshop

fireplace

anything

sometimes

hayloft

The children may read supplementary stories, such as: "The New Doll," page 94, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941. "A Family in the Barn," page 61, *Fun with Dick and Jane*, Scott, Foresman and Company, Chicago, 1941.

RELATED EXPERIENCES

Let the children play the baby animal game, "What's Its Name?" The child who is IT says, "Its mother is a (*cow*). What's its name?" This child calls the name of a second child and counts to ten. The second child must give the name of the baby (*calf*) before the first child finishes counting. If the second child does not answer quickly, he must ask the next question. Other animals for this game are: *cat, goat, hen, horse, dog, bear, frog*.

Suggest that each child make a doll by stuffing the bottom of a small paper sack with bits of torn paper. A string should be tied around this section to form the head of the doll. The remainder of the sack forms its dress. Each child may decorate the dress of his doll, paint or crayon a face, and paste bits of curled paper on the head for the doll's hair.

Suggested Story: "Jeannie, A Very Special Doll," by Louisa Rydberg, *Jack and Jill*, August 1943, Curtis Publishing Company, Philadelphia.

Suggested Poems: "Found Again," by Dorothy Aldis, *Hop, Skip, and Jump*, Minton Balch and Company, New York, 1934. "I Feed My Horse," and "I Feed My Cow," by James E. Tippet, *The Singing Farmer*, World Book Company, Yonkers, New York, 1927.

The Little Pig Grew

PAGES 107-112

BUILDING BACKGROUND

Tell the children some experiences you have had in visiting a fair. Explain the purpose of the fair, and tell about the practice of giving ribbon prizes for the best animals, vegetables, flowers, canned goods. Be sure to tell them that a blue ribbon is the high prize and a red ribbon is next in order.

If any of the children have attended a fair, ask them to tell briefly of their experiences.

DEVELOPMENTAL READING

"In our new story we will read about how Sue fed her little pig." *Sue gave it some milk in a pan.* "The last word in this sentence starts with the sound of *p*, the same sound we hear in *pig*, *pen*, *pail*, and *pet*, and it has the little word *an* in it." As soon as the children solve the word, have the sentence read.

Pages 107-108
pan
bottle

"Sue's little pig didn't know how to drink out of a pan, so she let it drink from a bottle, something like the kind of bottle from which babies drink." *The pig could drink out of a bottle.*

Have the children turn to page 107 and look at the picture. Guide the interpretation so the children will notice that the pig is putting his foot in the milk, and apparently doesn't know how to drink from the pan. After reading this page to find out what happened, have the children note in the picture on page 108 that the little pig is taking his milk nicely from the bottle. Ask stimulating questions as the children read thought units.

"Father thought Sue might get a prize for her pig at the fair, so he asked her if she would like to take her pig . . ." *to the fair.* Children should get *fair* phonetically.

Pages 109-110
fair
who
many

"We are going to have the new word *who* very soon." Write on the blackboard sentences growing out of the children's activities, as: *Mary is the girl who read last. Tom is the boy who made a boat.* Have different children find *who* in the sentences, read the word, and underline it.

"On page 109 we will read about children who take prize animals to the fair." *They give ribbons to children who have prize animals.*

"There were many grown people and children at the fair, and . . ." *There were many horses and cows.*

"Let's read the next two pages and find out if Sue took her pig to the fair." Have the pages read, supplementing with questions and discussion as usual.

Pages
111-112
first
beside

"At the fair they gave blue ribbons for the first prize, red ribbons for the second prize, and white ribbons for the third prize. What prize do you suppose the best pig would get? Yes, it would get . . ." *the first prize.*

"One day a long time after the fair, Sue found something beside her pig. Will one of you place this book beside me?" Have the direction carried out. Write: *Place the book beside Ann.* Have the direction carried out several times, changing the name at the end of the sentence. Have children find *be* and *side* in *beside*.

"Open your books to page 111. Why do you suppose Sue looks so happy? What is she holding in her hand? Let's read and find out.

"Now let's turn to the next page and find out what Sue saw one day beside her pig." Have the children count the little pigs, and then read the page in response to questions leading into thought units.

REREADING

Have the children reread the story in response to such directions as:

Find and read the parts that prove that Sue's pig was just a baby. (Pages 107-108)

Find and read the parts that show that Sue had never been to a fair. (Page 109)

Find and read the parts that show that Sue was proud of her blue ribbon. (Page 111)

Find and read the parts that prove that Sue had a baby pig again. (Page 112)

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the initial consonant *p*

Use after
page 108.

Visual Discrimination. Suggested words to use are:

pig *

pan

pail

park

pen

SECTION III: MORE ANIMALS FOR THE BARN [95]

Auditory Discrimination. Suggested words to use are: *pig, tiger, pine, men, pool, told, pat, peck, people, tip, post.*

Word Building. Suggested words to use are: *in (pin), at (pat), hop (pop), ten (pen), tail (pail), day (pay), ran (pan), get (pet).*

Contextual Application. Suggested sentences to use are:

The pig put its feet in the . . . of milk.
ran pan

Sue's pig was put in a . . .
ten pen

The calves could drink from a . . .
pail tail

APPLICATION OF STUDY SKILLS

Finding page numbers beyond 100

When the children have read "The Little Pig Grew," have them turn to the table of contents and find this title. When the title is found, write it on the blackboard together with the page number indicated. Place your hand under *page 107* and read the phrase. Have the children see who can find the story on page 107 first.

Use after
page 112.

Divide the class into two groups. Let them race to see which group will be first to have all of its members locate pages in the book as you write on the blackboard and read various numbers between 100 and 200.

INDEPENDENT WORK:

READ AND DO, page 43.

Write on the blackboard the sentences below. Have each child choose and illustrate one sentence.

Father gave Sue a baby pig.

The pig could drink out of a bottle.

A man gave Sue a blue ribbon with some words on it.

Ten baby pigs were beside their mother in the pen.

Write on the blackboard the sentences below. Have the children number their papers, and write beside each number the appropriate word to be used in the blank space in the sentence.

1. Sue fed her pig from a . . .
 beside bottle began
2. The prizes at the fair were. . .
 ribbons horses rooster
3. There were . . . animals at the fair.
 many mend make
4. Sue's pig took . . . prize.
 first fast foot
5. Sue saw . . . baby pigs beside the big pig.
 two ten tie

The children may read supplementary stories, such as: "The Trading Place," page 145, *Lost and Found*, D. C. Heath and Company, Boston, 1942. "At the Fair," page 128, *To and Fro*, Allyn and Bacon, Boston, 1939.

RELATED EXPERIENCES

Let the children paint a frieze showing different scenes from the fair.

Ask them to relate personal experiences in raising pigeons, chickens, rabbits, etc. in connection with the 4H Club. If none of the children has had such an experience, perhaps some of the children in the higher grades might be invited to tell of their experiences as members of the 4H Club.

Suggested Story: "Nils' Prize," by Laura Houglund, *Jack and Jill*, April 1943, The Curtis Publishing Company, Philadelphia.

Suggested Poem: "A Big Pig," by James S. Tippet, *The Singing Farmer*, The World Book Company, Yonkers, New York, 1927.

The Wolf and the Kid

PAGES 113-117

BUILDING BACKGROUND

Have the children look at the picture on page 113 in their reader. Ask if they can tell what kind of an animal is playing the horn. Guide a discussion concerning wolves, particularly in regard to where they live and what they eat. Point up the fact that wolves always seem to be hungry. Explain that wolves don't play horns really, but having a wolf play a horn makes a good make-believe story.

Ask, "What kind of an animal is the little animal that is dancing?" If the children are not able to identify it, tell them that the animal is a kid. Explain to them that a baby goat is called a kid just as a baby cow is called a calf.

Explain that the three little men and the hen and the goose are in the picture because they will be in another make-believe story which the children will read later.

DEVELOPMENTAL READING

"We have been talking about the wolf and the kid in the picture in our book. Our new story is an old, old tale that children have loved for a long time. It is about the wolf and the kid, so the title is . . ." *The Wolf and the Kid*.

"In our story the wolf was sitting somewhere. See if you can read where he was sitting." *The big wolf was sitting in the tall grass.*

"Now let's look at the pictures on pages 114 and 115." Have the children identify the mother goat, the kid, and the wolf. Ask if they think the little kid is frightened, and why. Have them read page 114 to find out what the mother goat said to the kid, and page 115 to find out what the wolf and kid said to each other. Supplement with questions for the thought units.

"It so happened that the wolf could play on a horn. The little kid said to him . . ." *I have heard that you play very well on the horn.* The children should get *well* phonetically. If necessary, rebuild *fell*.

"The kid enjoyed dancing. She said . . ." *I like to dance.*

"The wolf could play soft music and he could play loud music. The kid said . . ." *I like loud music.* "So the wolf played and the kid

Pages
114-115
wolf
kid
sitting

Pages
116-117
well
dance
music
woods

danced." Have the children note that you added *d* to *dance* to make it say *danced*.

"All of this took place out by the pond, but finally the wolf became frightened at something and he wanted to get into the woods where he could hide. So . . ." *The wolf ran into the woods.* (Rebuild *good*.)

Note: From this point on when it seems advantageous to assist children to get a new word by applying some phonetic element with which they are familiar, no instructions will be given, but a parenthetical phrase will be inserted to suggest a word to use for word-building purposes.

"Now let's look at the pictures on pages 116 and 117." Let the children enjoy the pictures on the two pages. Lead them to speculate as to what is happening, then have them read to find out. Ask pointed questions as the children read.

REREADING

Have the children reread the story for the purpose of selecting the portion of text on each page which best describes the accompanying illustration.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the initial consonants *k* and *d*

Visual Discrimination. Suggested words to use are:

Use after
page 115.

For *k*: keep *
Katie
kid

For *d*: doll *
door
day

Auditory Discrimination. Suggested words to use are:

For *k*: kick, floor, sit, kid, Kay, food, wing, kitten

For *d*: dance, dear, mop, door, lawn, doctor, lunch, dishes, dig

Word Building. Suggested words to use are: *pick* (*kick*), *day* (*Kay*), *white* (*kite*), *find* (*kind*), *did* (*kid*); *big* (*dig*), *hear* (*dear*), *park* (*dark*), *say* (*day*), *floor* (*door*).

SECTION III: MORE ANIMALS FOR THE BARN [99]

Contextual Application. Suggested sentences to use are:

The . . . lived in a pasture.
did kid

The wolf said, "This is a good . . . to sit beside the pond."
say day

David opened the . . . of the car.
floor door

Sue was . . . to the little pig.
kind find

Developing variant forms made by adding *d*

Visual Discrimination. Write on the blackboard the words below. Use after Have the children draw a line under the smaller word in each one, page 117. then note that *d* is "left over."

liked
lived
danced

Auditory Discrimination. Pronounce the following words and ask the children to clap every time they hear a word which ends with *d* as in *liked*: *surprised, walking, tie, changing, changed, place, placed, scared, eating, cared, piled.*

Word Building. Have children add *d* to the following words and read them: *like, live, surprise, dance, pile, place, scare, care, tie.*

Contextual Application. Suggested sentences to use are:

Sue . . . a red ribbon on her hair. Sue . . . for the little cat.
tie tied care cared

The little cat was. . . The kid . . . very well.
scare scared dance danced

Old Jim was . . . to find a doll in the hay.
surprise surprised

Adding to the Variant Reference Chart. Under the appropriate heading on your variant chart write the words *liked* and *danced*. Use these as references when children need help with other variant forms made by adding *d*. Write new words of this type in the column on the chart as the children come to them in their reading.

INTERPRETATION OF MEANING

Associating characters with their speeches

Use after
page 117. Write on the blackboard the quotations below. Have all of the children read each quotation silently and decide who said it. Then call upon one child to write *kid* or *wolf* after the quotation, as the case may be.

"I like loud music when I dance."	"Are you going to eat me?"
"Yes, I can play a little."	"Let me ask one thing."
"I will stay here."	"Why did I play for that kid?"

APPLICATION OF STUDY SKILLS

Using the table of contents

Use after
page 115. Have the children turn to the table of contents and read all the titles through page 114 to find titles that contain the names of animals. As the children find such titles, write them with the page numbers on the blackboard. Then have the children locate each of the pages in the book and check to see if the names of the animals are included in the titles on the story pages.

APPRECIATION

Enjoying different versions of an old tale

Use after
page 117. Have the children look through books on the library table for other versions of "The Wolf and the Kid." Discuss with the children the differences between the versions they find and the version in their reader.

INDEPENDENT WORK:

READ AND DO, pages 44-46.

Have the children write the words below and add to each word the ending at the top of the list in which the word appears. Have several of the lists read at the end of the INDEPENDENT WORK period.

Add ing

help

fall

mend

climb

feed

Add d

dance

surprise

live

pile

tie

SECTION III: MORE ANIMALS FOR THE BARN [101]

The children may read supplementary stories, such as: "Little Red Riding Hood," page 109, *I Know a Story*, Row, Peterson and Company, Evanston, Illinois, 1938. "The Three Little Pigs," page 207, *Friends and Neighbors*, Scott Foresman and Company, Chicago, 1941.

RELATED EXPERIENCES

The children may model a wolf and a kid from clay. Then they may make a "flower arrangement" using tall grass or long, slender leaves. Place the wolf among the leaves and the kid along the edge so that he appears to be approaching the hidden wolf.



Suggested Stories: "The Shepherd Boy and the Wolf," an Aesop Fable, *Favorite Stories Old and New*, selected by Sidonie Matsner Gruenberg, The Junior Literary Guild and Doubleday Doran and Company, Inc., Garden City, New York, 1942. "The Wolf and the Seven Little Kids," German Folk Tale, *Children's Literature by Grades and Types*, compiled by Ollie Depew, Ginn and Company, Boston, 1938.

The Three Little Men

PAGES 118-123

BUILDING BACKGROUND

Discuss a barnyard with the children. Show them a picture of a real barnyard if possible. Ask them what a barnyard is for, and why it is usually enclosed with a high fence. In discussing the kind of animals one would expect to find in a barnyard, mention hens, ducks, and geese.

DEVELOPMENTAL READING

Pages
118-119
Diddle
Daddle
Duddle
unless
trouble

"Our new story is a made-up story about a very exciting adventure which three little men had in a barnyard. The names of these three little men were . . ." Write on the blackboard and read as you do so, *Diddle*, *Daddle*, and *Duddle*.

"There was something very unusual about these little men. They could run all around where people and animals were, and unless they were in trouble no person or animal could see them. Remember that . . ." *No one could see the three little men unless they were in trouble.* "These little men *stayed in the woods* most of the time." Have the children note that you added *ed* to *stay* to make it say *stayed*.

"Let's look at the picture on pages 118 and 119. How many little men do you see? What do you see in the barnyard? What is the name of the story? Let's read and find out where these little men lived. Did they ever come out of the woods?" Continue in this way until the two pages have been read.

Pages
120-121
behind
wing

"The adventure which the little men had was with an old gray goose. They wanted to surprise the old goose, so they decided to go up behind her. Daddle said . . ." *We will go up behind the old gray goose.*

"When a goose goes to sleep, she puts her head under her wing. Well, that's the way the old goose was sleeping . . ." *With her head under her wing.* (Rebuild *sing*.)

"Let's look at the picture on page 120. Why does the old goose have her head under her wing? Let's read exactly what happened while she was sleeping." On page 121 emphasize that the goose in the picture is flying with the little men on her back. Have the page read to find out more about their ride. Ask questions to motivate short sections of text as usual. Have the children find the answer to the question at the bottom of page 121 by interpreting the picture.

SECTION III: MORE ANIMALS FOR THE BARN [103]

"The old gray goose was all covered with feathers, of course, and a feather is very light. This goose could hold two little men on her back but just one feather could not hold anything." *A feather cannot hold anything at all.* Pages 122-123 feather

"Now let's turn to page 122 and find out what else happened to poor Duddle." Aid the children in interpreting the pictures, and have thought units read in response to questions.

REREADING

Have the children reread the story for the purpose of finding: (1) all of the parts in which the little men were happy and had fun; (2) all of the parts in which Duddle was not happy and did not have fun.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Recognizing new compound words

The compound words listed below appear between pages 118 and 160. Write these words on the blackboard. Have different children write the two separate words beneath each one, then have other children read the separate words first and then the compound word. Use after page 119.

everything	barnyard	salesman
outside	anyone	workshop

Developing variant forms made by adding *ed* (*e* silent)

Visual Discrimination. Suggested words to use are given below. Have the children draw a line under the smaller word in each of the words, then note that the part which is not underlined is the same in all of the words. Use after page 119.

looked, stayed, walked, asked, called,
chewed, helped, jumped, played, guessed

Auditory Discrimination. Pronounce the words below. Have the children clap every time they hear a word that ends like *walked*.

stayed, staying, pecked, pecks, rains, raining, rained, answered, work, worked, swayed, swaying, gnaw, gnawed, kick, kicked, kicking, flashed, flash, banging, banged, fished, push, pushed

LEARNING TO READ

Word Building. Have the children add *ed* to these words and read them:

look, walk, guess, jump, stay, peck, rain, push,
pull, ask, laugh, work, climb, water

Contextual Application. Suggested sentences to use are:

The little men . . . the fence.
climb climbed

The hens and ducks . . . in the barnyard.
stay stayed

The bird . . . at the bread.
peck pecked

Susan played with her doll when it . . .
rain rained

Adding to the variant reference chart. Write *looked* under the first *ed* heading on your reference chart. Use it as a key word in helping children with similar forms. Add *stayed* to the column under *looked*.

INTERPRETATION OF MEANING

Sensing cause and effect relationships

Use after
page 121.

Write on the blackboard the sentences below. Have all the children read each question and its possible answers silently, then call upon one child to underline and read the correct answer orally.

Why did the little men want
to ride on the goose?

It was fun.

They wanted to travel.

They wanted a prize.

Why was it that the ducks and hens
could not see Diddle and Daddle?

They were not in the barnyard.

They were in trouble.

They were not in trouble.

Why did the old gray goose have her
head under her wing?

She was not happy.

She was sleeping.

She wanted to hide.

APPRECIATION

Visualizing word pictures

Ask the children to close their eyes and try to see a picture as you read certain passages of the story. After reading each passage, ask different children to describe the picture they saw. Use of page 1:

Suggested passages are:

"Diddle, Daddle and Duddle
lived in the woods, the deep
dark woods."

"The three little men had
danced over the fields and
pastures."

"Out came her head, up went
her wings, and away she flew."

"Down fell Duddle, feather
and all, into the barnyard."

"The goose pecked and flew at
Duddle, but Diddle and Daddle
pulled him away."

INDEPENDENT WORK:

READ AND DO, pages 47-50.

Write on the blackboard the passages listed under the APPRECIATION heading and let each child illustrate the passage he likes best.

The children may read supplementary stories, such as: "In the Barnyard," page 101, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941. "Johnny Visits Jingleland," page 71, *The Laidlaw Basic Readers, Book Two*, Laidlaw Brothers, Inc., Chicago, 1940.

RELATED EXPERIENCES

Suggest that each child sketch a "comic strip" of the funny incidents in this story.

Have each child write and read to the class a sentence about one of the little men in this story, not mentioning his name. Let the class try to guess which little man it is.

Let the children sing such songs as "Geese," by Nona Duffy, page 104, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

Suggested Story: "The Ice Box Elf," by Meriam Clark Potter, *Jack and Jill*, March 1943, The Curtis Publishing Company, Philadelphia.

Up and Down and All Around

ILLUSTRATION: PAGES 124-125

BUILDING BACKGROUND FOR THE SECTION

Have the children look at the picture on pages 124-125. Tell them that they are going to read several more stories about their friends who live in the city. See if they can identify Peter, Katie, and Jimmie. Explain that there will be four new characters in these stories: Jerry, the boy who is at the head of the procession of bicycles; Mary Lou, the girl on the bicycle, and her dog Penny; and Ann, the girl on the roller skates. Tell the children that Jerry, Mary Lou, and Ann live in the largest apartment house in the picture. Have them find that apartment house.

Ask the children where they think the children in the picture are playing. If it seems necessary, explain that most cities have parks with paths where children may ride bicycles or go skating.

Have the children turn to the table of contents and read the title of this new group of stories, *Up and Down and All Around*. Let them discuss what they think this means in regard to the stories they will read in this section.

Penny Plays a Game

PAGES 126-132

BUILDING BACKGROUND

Invite the children to discuss their experiences in playing hide and seek. Ask if any of them have played hide and seek in the house. If they have, invite them to tell what they used for a base and where they hid. Take advantage of any opportunity to point up the meaning of "home free." In discussing good places to hide, develop the concept of a closet as being a small, dark place without ventilation; a place in which one wouldn't want to stay very long.

DEVELOPMENTAL READING

"In our first new story, these city children play a game of hide and seek in the house of one of the new girls, *Mary Lou*.

Pages
126-127
apartment
Mary Lou
telephone

SECTION IV: UP AND DOWN AND ALL AROUND [107]

"Katie, you remember, lived in an apartment house. There were other apartment houses near Katie's home . . ." *On her way to school Katie walked by a big apartment house.*

"Katie's apartment house was very modern, and there was a telephone in every apartment. So, of course, there was a telephone in Katie's apartment. One day when Katie got home from school she heard something ring . . ." *She heard her telephone ring.*

Have the children find page 126 and look at the picture. See if they can identify Katie, Mary Lou, and Penny. Discuss the articles on the sidewalk and see if the children can tell what is happening. Have the title read. Ask, "What did Katie pass on her way to school each morning? What did she see one day when she came home?" Continue to ask similar questions until the two pages are read.

"One day Katie went over to call on Mary Lou. Mary Lou's dog, Penny, was at the door wagging his tail . . ." *There was Penny, wagging his tail.* "He was happy because he thought the children were going to play the game he liked best. That was *hide and seek*."

Pages
128-129
wagging
seek
if

"Mary Lou's mother used a word that will be new to you. It's the little word *if*. When Mary Lou asked her mother for permission to play hide and seek in the apartment, her mother said . . ." *Yes, if you do not hide in my room.*

"Let's look at the picture on page 128. Where do you think Katie is? Why do you think Penny appears to be so happy? Let's read the first paragraph and find out how Katie found Mary Lou's apartment." Continue in this way until the children have read both pages.

"We read on page 129 that the children could hide in the living room, the hall, and in Mary Lou's room. There was another very small, dark room in the house where someone could hide. What room do you think that was?" If no one mentions a closet, ask if they think a closet would be a good place to hide, and then write: *Katie went into the closet.*

Pages
130-132
closet
stood
ice cream

"Penny, Mary Lou's dog, played the game, too. During the game he ran over to the fireplace, and then . . ." *He stood there saying, "Bow-wow," and wagging his tail.* Show the children how to get *stood* phonetically, telling them that this word begins with *st* which has the same sound as in *store*, *stay*, and *stamp*. (If necessary, rebuild *good*.)

"The children had something to eat that was cold and sweet. What do you think it was? Yes, ice cream. When Mary Lou's mother called them to eat it, she said . . ." *The ice cream is ready.*

"On page 129, you remember, we read that Penny, Mary Lou's dog, hid under a big chair. Let's read page 130 and find out where the children hid." Keep the reading of pages 130-132 lively by asking interesting questions.

REREADING

Aid the children to compose a summary sentence for each thing Penny did that showed he was a clever dog, as:

He went under a chair to hide.

He put his head out from under the chair
and looked at Mary Lou before he came out.

He ran to the fireplace and said, "Bow Wow."

He got up on a chair and ate ice cream.

Have the children reread the story to see if they have missed any of the clever things that Penny did.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the initial consonant blend *st*

Use after
page 132.

Visual Discrimination. Suggested words to use are:

store * stood stand stay

Auditory Discrimination. Suggested words to use are: *stood, sting, those, storm, change, stuffed, stopped, sell, shed, stool.*

Word Building. Suggested words to use are: *good (stood), and (stand), ring (sting), top (stop), day (stay), will (still), school (stool).*

Contextual Application. Suggested sentences to use are:

Penny . . . by the fireplace.
stood good

The goats would not . . .
stop top

Katie sat down on a little . . .
school stool

INTERPRETATION OF MEANING

Making inferences

Have the children find the lines they must "read between" in order to reach the following conclusions: Use after page 132.

MaryLou and her family were just moving in
when Katie walked by the apartment house.

The party was a surprise to Katie.

Peter was courteous.

The closet had no window.

Peter will be IT for the next game.

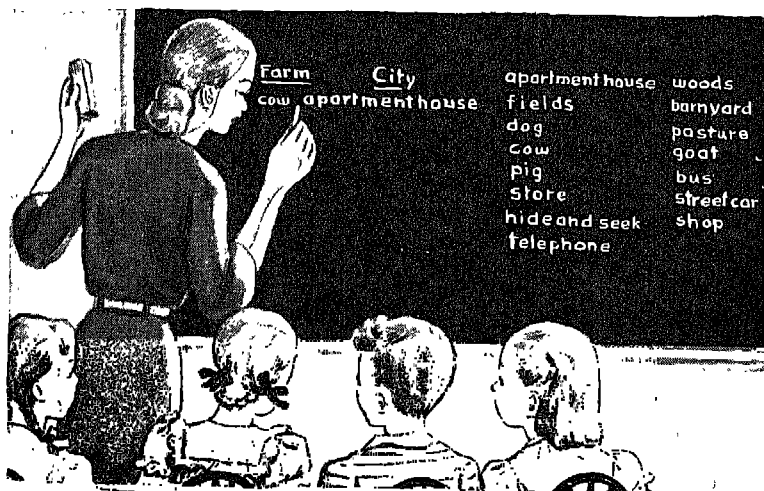
Penny was a well-trained dog.

APPLICATION OF STUDY SKILLS

Organizing ideas

Write the following headings and lists of words on the blackboard. Use after page 129.
Have the children tell you which words to write under each heading.

<u>farm</u>	<u>city</u>	<u>farm and city</u>
apartment house	woods	hide and seek
dog	barnyard	telephone
cow	pasture	bus
pig	goat	street car



INDEPENDENT WORK:

READ AND DO, pages 51-52.

Write on the blackboard the letters and words below. Have the children write the letters in a vertical column down the left side of their papers, and then select and write opposite each letter the word which starts with that particular consonant.

c d h k l n p s t

kid, seek, hid, closet, trouble, dance, poor, let, noise

Have the children draw a picture to represent each of the following words: *box, boxes; branch, branches; bus, buses.*

The children may read supplementary stories, such as: "The Puppies at Home," page 19, *I Know a Secret*, The John C. Winston Company, Philadelphia, 1940. "Puppy Bingo," page 3, *We Grow Up*, The Macmillan Company, New York, 1939.

RELATED EXPERIENCES

Have the children practice introducing their friends to each other and to their teacher.

Let the children help to compile a set of standards for greeting a new pupil and making him feel at home.

Suggested Stories: "Peek-a-Boo," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, Inc., New York, 1940. "Benjamin," by Dorothy W. Baruch, *Jack and Jill*, October 1941, The Curtis Publishing Company, Philadelphia.

Suggested Poems: "The Welcome," "When I Whistle," "When Annabelle's It," by Dorothy Aldis, *Before Things Happen*, G. P. Putnam's Sons, New York, 1939.

Jerry, the Janitor Boy

PAGES 133-139

BUILDING BACKGROUND

Discuss with the children the service which the school janitor renders to the school. If the caretaker of your school is called "the custodian" or "superintendent of buildings" or some other title, tell the children that in some schools the man who takes care of the building is called a janitor.

Lead into a discussion of possible duties of a janitor in taking care of a big apartment house.

DEVELOPMENTAL READING

"We have been talking about janitors. Our new story is about a boy by the name of Jerry who helped the janitor. In fact, the name of the story is . . ." *Jerry, the Janitor Boy.* Pages 133-134

"Mr. Barber, the janitor whom Jerry helped, had a wastebasket in his workshop. It belonged to Mrs. Peacock, a little old lady who lived upstairs. Mr. Barber said to Jerry . . ." *Mrs. Peacock wants her wastebasket. Take it upstairs to her, will you?* Ask the children to find the two words in *wastebasket* and the two words in *upstairs*. *Jerry janitor waste-basket upstairs*

Have the children find page 133 in their books. In discussing the picture lead the children to note that it is raining, and ask if they think Jerry is pleased about it. Have the first paragraph read to find out why Jerry is disappointed. Provide similar motives for reading all of the paragraphs on pages 133 and 134.

"Mrs. Peacock was fond of Jerry, and . . ." *She liked to pat Jerry on the head.* (Rebuild at.) Pages 135-136

"Jerry ate a cookie which Mrs. Peacock gave him, and all he had left were some crumbs . . ." *Jerry came back eating the crumbs of the cookie.* *pat crumbs didn't*

"When Mr. Barber saw Jerry he asked him a question. He might have asked . . ." *Why did not you keep a crumb for me?* "But it sounds rather awkward to say 'Why did not you,' so Mr. Barber just said 'Why didn't you?'" Erase *did not* and replace it with *didn't*.

"Let's turn to page 135. Who is the lady in the picture? Why do you think Jerry is standing so far away? Let's read and find out." In discussing the page, ask the children if they think Mrs. Peacock really did believe that Jerry was Mr. Barber. In discussing the picture on page 136 ask, "What do you think has become of the

Pages
137-139
mop
sliding
(mended)
kitten
tip

cookie? What do you suppose Jerry is holding in his hand?" Make the reading purposeful by continuous questioning.

"Mr. Barber asked Jerry to go on another errand. He said . . ." *Get the mop from the cook.* "The new word in this sentence starts with the sound of *m*, the same sound you can hear in *meat*, *man*, and *make*, and it ends like *top*." When the children solve the word, have the sentence read.

"Jerry got the mop from the cook and started back. He thought it was fun to let the mop go sliding down the stairs. So he . . ." *let it go sliding down all the stairs.*

This is the first time that an *ed* word is used in which the *ed* is sounded as one syllable. Introduce the new variant *mended* in a sentence, as: *Mr. Barber mended things in his workshop.* If the children do not get the word readily, have them compare *mended* with the known word *wanted*. See ADDITIONAL READING ACTIVITIES, below, for more detailed procedures to use in developing this variant form.

"The cook gave Jerry a baby cat. What is a baby cat called? Yes, a kitten . . ." *The cook put the kitten in his arms.*

"The kitten was all the same color. Even the tip of its tail was black." *It was inky black from its nose to the very tip of its tail.*

Have the children turn to page 137. In discussing the picture, have them note the cross expression on the cook's face. "The first two paragraphs tell what Jerry and Mr. Barber said to each other. What did they say?" Continue to ask motivating questions as pages 137-139 are read.

REREADING

Have the children reread the story for the purpose of locating all of the speeches which they think are really funny.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing variant forms made by adding *ed* (*e* sounded)

Use after page 139. *Visual Discrimination.* Write the following words on the blackboard: *wanted, mended, planted.* Ask a child to read one of the words, then draw a line under the smaller word within the word, and read that. Continue with the other words.

SECTION IV: UP AND DOWN AND ALL AROUND [113]

Auditory Discrimination. Pronounce the words distinctly and ask the children to listen to the sound of *ed* in each word, explaining that it sounds like the boy's name *Ed*. Have different children pronounce the words while the others listen.

Word Building. Write the following list of known words on the blackboard and have the children read them. Add *ed* to each word and have the new words read: *want, plant, sound, hand, mend, need*.

Contextual Application. The following sentences are suggested to give the children an opportunity to read in context words with the suffix *ed*:

Jerry . . . the rain to stop.

want wanted

The cook . . . the mop to Jerry.

hand handed

Mrs. Peacock . . . her wastebasket.

need needed

Adding to the Variant Reference Chart. Write *wanted* under the second heading for *ed* words on your reference chart. Use it as a key word to aid children with other past tense words that end similarly. Add *mended* to the column under *wanted*.

Developing the initial consonants *m* and *g*

Visual Discrimination. Suggested words to use are:

Use after
page 139.

For *m*: meat *

For *g*: go *

mop

gave

man

goat

mouse

get

Auditory Discrimination. Suggested words to use are:

For *m*: many, mouse, people, most, merry, log, past, making, maybe, pines, mouth, biscuit

For *g*: good, hill, goat, give, clams, guess, bread, goes, rooster, garden, fence

Word Building. Suggested words to use are: *top (mop), an (man), any (many), take (make), eat (meat); boat (goat), not (got), came (game), met (get), live (give)*.

Contextual Application. Suggested sentences to use are:

The . . . jumped over the fence.

boat goat

The cook said, "Give the . . . to the janitor."

mop top

Hide and seek is a good . . . to play.

game came

Jerry went up . . . stairs.

any many

INTERPRETATION OF MEANING

Associating characters with their actions or characteristics

Use after Write on the blackboard the names and incomplete sentences
page 139. below. Have the children select the correct words to fill the blanks

Mr. Barber Mrs. Peacock the cook

. . . laughed in a high, funny way.

. . . was a good janitor.

. . . was cross.

. . . liked cats.

. . . was a sweet little old woman.

. . . liked to pat Jerry on the head.

. . . mended a chair.

. . . wanted her wastebasket.

. . . was on the top floor.

. . . wanted Mr. Barber to mend the mop.

APPLICATION OF STUDY SKILLS

Organizing events in sequence

Use after Write on the blackboard the sentences below. Have the children
page 139. decide which one represents the first incident in the story. Ask a
child to write 1 to the left of this sentence. Continue until all of the
sentences are numbered.

Jerry got a kitten.

Jerry held the chair.

Jerry got a cookie.

Jerry got the mop.

Mr. Barber mended the chair.

Mr. Barber mended the mop.

The mop went sliding down.

The kitten got a warm bed.

SECTION IV: UP AND DOWN AND ALL AROUND, [115]

Locating specific sentences

Have the children look quickly through the story to locate sentences which tell ways in which Mr. Barber helped in the big apartment house. Repeat, having them locate sentences which describe the ways in which Jerry had fun on a rainy day. Use after page 139.

INDEPENDENT WORK:

READ AND DO, pages 53-56.

Write on the blackboard the following words: *cookie, workshop, fence, rain, ducks, chair, telephone, wolf, wastebasket, kid, goat, horse, mop, cook, stairs, calves, kitten, milk, crumb, janitor, apartment, car*. Have the children select and list on their papers all the words that belong to the story, *Jerry, the Janitor Boy*.

The children may read supplementary stories, such as: "Up and Down," page 64, *Lost and Found*, D. C. Heath and Company, Boston, 1942. "David, the Moving Man," page 43, *Anything Can Happen*, Row, Peterson and Company, Evanston, Illinois, 1940.

RELATED EXPERIENCES

Ask the children to suggest: (1) all of the ways in which the school janitor helps in their own building; (2) all of the ways in which they can help the janitor. Write these suggestions on the blackboard as the children make them.

Have the children collect pictures of community helpers from magazines. Paste the pictures on a large chart, and write under each one an appropriate sentence suggested by the children.

Suggested Poem: "The Superintendent," by James S. Tippet, *I Live in a City*, Harper Brothers, New York, 1927.

Not Old Enough for a Bicycle

PAGES 140-145

BUILDING BACKGROUND

Guide a discussion concerning the children's bicycles. Let each child who has a bicycle tell what color it is, whether or not it has a basket, where he rides it, how old he was when he received it, and whether or not it was given to him on some special occasion such as a birthday or Christmas.

DEVELOPMENTAL READING

Pages
140-141
bicycle
Ann
wait

"This new story is about a little girl named *Ann*. Her name looks like the little word *an*, only it has another *n* on it. *Ann* wanted very much to have a bicycle, but her mother thought *Ann* was . . ."

Not Old Enough for a Bicycle.

"*Ann's* mother said she would have to wait, so *Ann* asked . . ."

How long must I wait?

"Let's look at the picture on page 140. Which of the children do you think is *Ann*? Why do you think she is looking so longingly at the other children? The first paragraph tells just how much *Ann* wanted a bicycle." Have the title and first paragraph read. Guide the reading of the remaining paragraphs on pages 140 and 141 with similar remarks or questions.

Pages
142-143
porch
dishes
presents

"*Ann's* mother and father thought they needed another chair on the porch, so when they got to the store they had to get . . ." *a chair for the porch.*

"After a while they went up to see the toys, and one of the first things they saw was some doll dishes. It was *Ann's* birthday and her father wanted to get her some presents, so he asked . . ." *Ann, how would you like some doll dishes for one of your birthday presents?*

"Let's look at the picture on page 142. *Ann* and her parents are in a big store. What do you think *Ann's* father and mother are buying? What do you suppose *Ann* is thinking about? Read the first paragraph and find out what *Ann* said when Mother asked her if she would like to go to the store." Continue with the reading of pages 142 and 143 as usual.

Pages
144-145
right
been

"There were big bicycles and little bicycles in the store. *Ann* got on one which she thought was just right. The salesman said to Daddy . . ." *I think it is just right for your little girl.*

SECTION IV: UP AND DOWN AND ALL AROUND [117]

"Daddy asked Mother if Ann was old enough to have a bicycle. Mother remembered that Ann hadn't teased for a bicycle and had been very good, so she said . . ." *She has been very good.*

"Look at the picture on pages 144 and 145 and see if you can tell whether or not Ann got her blue bicycle. Let's read to find out just how it happened." Ask questions to keep interest moving rapidly as the children read these two pages.

REREADING

Have the children reread the story for the purpose of finding all the parts that prove that Ann was a good little girl.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Finding smaller words in larger words

The following words have occurred in recent stories or will occur for the first time in this story or in the next three stories: *stairs, scare, side, pull, climb, merry, grand*. Write these words on the blackboard, and also the following known words: *upstairs, scarecrow, beside, pulled, climbed, grandfather, merry-go-round*. Call upon different children to find one of the new words in a known word and read it.

Use after
page 141.

Reviewing the initial speech sounds *wh* and *ch*

Word Building. If children need additional practice on these speech sounds, let them build words by adding or substituting *wh* and *ch* in known words. Suggested words to use are: *pile (while), my (why), there (where), do (who), hen (when); new (chew), in (chin), top (chop), best (chest), hair (chair)*.

Use after
page 143.

INTERPRETATION OF MEANING

Enriching word meanings

Clarify the variant meanings of the word *right* by having the children read and discuss the following sentences:

Use after
page 145.

Jimmie had the ball in his right hand.

Peter said, "Two and two are four." Katie said, "That is right."

Mother said, "This is a little suit. It will be just right for Teddy."

Mary Lou said, "I must not keep the money I found. That would not be right."

INDEPENDENT WORK:

READ AND DO, pages 57-59.

Write on the blackboard the sentences below. Have the children number their papers accordingly and draw an illustration opposite each number to represent the word which should be placed in the blank to complete the sentence.

1. Ann wanted a . . .
2. Mother and Ann went to the . . .
3. Mother and Daddy got a . . .
4. The children went for a ride in the . . .

The children may read supplementary stories, such as: "We Ride Our Bicycles," page 11, *Down Our Street*, The Macmillan Company, New York, 1939. "Jimmy's Birthday Present," page 152, *Along the Way*, The John C. Winston Company, Philadelphia, 1940.

RELATED EXPERIENCES

Invite the children to tell of personal experiences in which they have waited patiently to get something they very much wanted.

Let each child paint a picture of something he would like for his birthday.

Sing such songs as: "Riding My Bicycle," by Nina B. Hartford, page 89, *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.

Suggested Story: "The Race," by Dorothy W. Baruch and Elizabeth R. Montgomery, *Sally Does It*, D. Appleton-Century Company, New York, 1940.

Suggested Poem: "Tricycle," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, Inc., New York, 1940.

The Little House Did Not Change

PAGES 146-148

BUILDING BACKGROUND

If possible, take the children for a short walk to see an old house in the vicinity. If this is not possible, ask them to describe some old house with which they are all familiar. Follow with a discussion as to how old the house is; how it might have looked when it was new; how things around it have changed since it was built; what may happen to the old house in the future. During the discussion bring out the idea of changes which have taken place in transportation, roads, styles of houses. If the house is in the city, discuss changes which may have taken place in the neighborhood in the transition to a residential, a business, or an apartment house district.

DEVELOPMENTAL READING

"We are going to read about a very old house. As time went by things around this little old house changed. But the little house itself did not change, so the name of our story is . . ." *The Little House Did Not Change.* Pages 146-147
change built people

"The little house was not built in the city." *When the little house was built it was away out on a big farm.*

"After a time, other houses were built near this first little house. People came to live in these other houses and they brought their cars." *People with cars came to live in the houses.*

Have the children open their books to page 146. In discussing the picture, ask them to note that there are many trees near the little house; that there are no other buildings around; that horses and carriages are going past the house on a "dirt" road. "Who can read the title? Let's read the first paragraph and see what else we can find out about the little house when it was new. Then what began to happen? What began to go down the road? What was the 'wagon without a horse'?" Continue in this way until pages 146 and 147 have been read.

"We have been speaking of the house as little up to this time, but we could say it is small because *little* and *small* really mean the same thing. Some men looked at the house one day and decided that no one wanted to live in it. This is the reason they gave . . ." *It is too old and too small.* Have the children find *all* in *small*. Page 148
small

"Let's look at the picture on page 148. What kind of changes have taken place around the little house?" Have the page read to find out what finally happened to the little house.

REREADING

Write on the blackboard the two headings: *Things as they were* and *Things that changed*. Have the children reread the story for the purpose of selecting items for you to write under each of the headings.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *p*, *k*, *d*

Use after page 147. Write on the blackboard the following key words: *pig*, *keep*, *doll*. Ask the children to guess the answers to riddles such as:

"I am thinking of a word that begins like *pig*. It tells who came to live in the houses near the little house." (*people*)

"I am thinking of a word that begins like *keep*. It is the name of a baby cat. What is it?" (*kitten*)

"I am thinking of a word that begins like *doll*. It tells who bought Ann's bicycle." (*Daddy*)

Write the word which the child guesses under the appropriate key word in each case.

Say these additional words and have the children indicate under which heading each should be placed: *kick*, *post*, *doctor*, *pin*, *pet*, *pail*, *Kay*, *kid*, *dog*, *porch*.

Playing a card game with variants

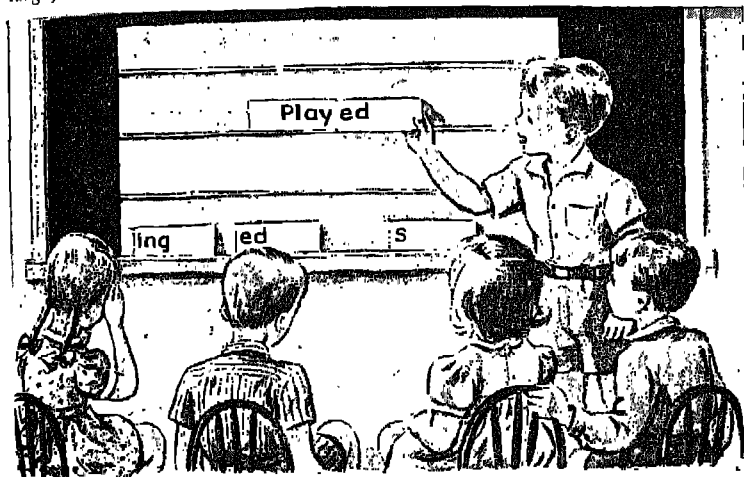
Use after page 148. Make a word card for *play*. Place it in a wall chart or on the chalk ledge. Make cards with *ed*, *ing*, and *s*, printing these syllables or letters close to the left-hand edge of the cards. Place these cards in a different pocket of the wall chart, or in a space in the chalk ledge apart from the word card for *play*.

Play the "Guessing Game." Ask one child to cover his eyes, while another child picks up one of the cards with *ed*, *ing*, or *s* on it and places it to the right of the word *play*. Let us suppose that he places *s* beside *play* making *plays*. Have the rest of the children read the word

SECTION IV: UP AND DOWN AND ALL AROUND [121]

silently. Then have the child who had covered his eyes guess which word was made, using this procedure: the child picks up the *ed* card, places it to the right of *play* and asks "Was it played?" The class replies, "No, it was not played." Continue in this way until the right word is guessed, then give another child a turn, and so on.

Make word cards and follow the same procedure for *jump*, *push*, *laugh*, *rain*, *climb*, *plant*, *mend*.



APPLICATION OF STUDY SKILLS

Recalling facts to answer questions

Have the children answer the following questions without referring to their books.

Use after
page 148.

- Into what was the old road made?
- What was built on each side of the little house?
- Why was the little house dark inside all the time?
- Why did no one live in the little house?
- Why was the little house torn down?

APPRECIATION

Noting the mood expressed in story passages

Have the children discuss the happiest part of the story and the saddest part of the story. Have them find in their books the word pictures which correspond with each illustration for this story.

Use after
page 148.

INDEPENDENT WORK:

READ AND DO, page 60.

Write on the blackboard the two headings and the words and phrases below. Tell the children the word *buildings*, then have them copy the headings, and write under each one the words or phrases that belong under that heading.

BuildingsPeople

salesman, janitor, house, a cook, fathers, store,
barn, school, peddler, apartment house, dress,
shop, men

The children may read supplementary stories, such as: "How a Building Is Made," page 50, *We Grow Up*, The Macmillan Company, New York, 1939. "The Big House," page 5, *Something Different*, D. C. Heath and Company, Boston, 1942.

RELATED EXPERIENCES

Let the children draw or paint pictures showing the setting around their own homes as they imagine it was in early times.

The children may enjoy interpreting the changes that took place around the little house by putting on a shadow show. Have them make and tack on long sticks cardboard silhouettes of the house, trees, cars, big apartment houses, a big store, many people. The silhouettes should be held between a strong light and a cloth screen, changes being made as the story is read or told.

Suggested Stories: "The House in the Woods," adapted from Wilhelm and Jakob Grimm, by Carolyn S. Bailey, *For the Children's Hour*, Milton Bradley Company, Springfield, Massachusetts, 1926. "The House That Would Not Stay Still," by Caroline D. Emerson, *A Merry-Go-Round of Modern Tales*, E. P. Dutton and Company, New York, 1927.

Suggested Poem: "Old Log House," by James S. Tippet, *A World to Know*, Harper and Brothers, New York, 1933.

The Hopping Shoes

PAGES 149-154

BUILDING BACKGROUND

Invite the children to tell of their experiences in riding on a merry-go-round. Have them tell where the merry-go-round was and what kind of animals were on it.

If they have never seen a portable merry-go-round, describe one and explain that in some places a man drives a truck with a merry-go-round on it up and down the streets, stopping where there are children who wish to ride on the merry-go-round.

DEVELOPMENTAL READING

"Our new story starts out by telling us how Katie found a merry-go-round. She was hopping along down the street and everyone she met would ask her where she was going. Katie would always answer . . ." *Just hopping along.* Have the children find *hop* in *hopping* and *long* in *along*.

Pages
149-150
hopping
along
tiger
elephant

"All at once Katie saw some animals like those in the circus. What are some circus animals?" Write four or five names of animals as they are suggested, then erase all but *tiger* and *elephant*. Tell the children that those were the two animals Katie saw.

"Turn to page 149. Who is the girl hopping along in the picture? Who can read the title? Let's read the page to find out whom Katie met." Have pages 149 and 150 read according to the procedure previously suggested.

"The animals that Katie saw were not in a circus. They were on a merry-go-round. This is the way the word looks . . ." *merry-go-round*.

Pages
151-152
merry-go-
round

"Now let's look at the picture on page 151." Let the children discuss the merry-go-round on the truck. "Who do you think the man is? What do you think the children are giving him? Read the first paragraph and find out what the story tells us about the animals and the merry-go-round. What did the man on the truck do?" Continue to ask similar questions until pages 151 and 152 are read.

"When the children rode on the merry-go-round they were so happy they kept laughing and kicking their feet." *Around went the children, laughing and kicking their feet.*

Pages
153-154
kicking
balanced

"One of the children lost something during the ride and they looked everywhere for it. Finally, they looked at the horse and they saw something tilting back and forth on top of it. It was balanced." *It was balanced on top of it.*

"Now let's turn to page 153 and read the rest of the story." Have the children note what is happening to Katie's shoe in the picture on page 153. "What were the children doing as they went around? How did Katie's shoe happen to fall off?" Ask similar questions as the children read both pages. On page 154 emphasize that the shoe is *balanced* on the horse.

REREADING

Have the children reread the story for the purpose of deciding upon the most important events in the order of their appearance. Write on the blackboard sentences describing the events as the children compose them.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *g* and *m*

Use after page 150. Write on the blackboard the key words *go* and *meat*. Read the list of words below. After reading each word ask a child to tell you under which heading it belongs. Write the word under the appropriate heading. At the end of the lesson have a child draw a box around all copies of *g* in the list of words beginning with *g*. Proceed similarly with the list of words which begin with *m*.

men, give, mice, mop, goes, much, get, guess,
game, more, mend, go, good, me, goat, mouse, got, mud

Reviewing variants made by adding *ing*

Use after page 152. Between pages 141 and 238 children meet the following known stem words changed to a variant form by the addition of *ing*: *ask, think, wait, see, drink, hold, keep, jump*. Write these words on the blackboard and have them read. Then ask different children to add *ing* to each word and read it in its *ing* form.

SECTION IV: UP AND DOWN AND ALL AROUND [125]

INTERPRETATION OF MEANING

Detecting irrelevant words

Write on the blackboard the sentences below. Have the children read the first sentence silently and decide which word doesn't belong in the sentence. Have a child indicate the wrong word and tell what the right word should be. Erase the word and write the correct word in its place. Use the same procedure with the remaining sentences. Use after page 154.

Katie's old shoes went hopping down the street.

The five children went hopping along together.

The music came from a little truck.

A woman got off the truck.

Jimmie had a penny in his shoe.

They walked up the steps of the wagon.

They saw a goat in the truck.

APPLICATION OF STUDY SKILLS

Selecting answers to questions

Write on the blackboard the questions and words below. Have the children read each question and select the right answer. Use after page 154.

Who had new shoes?

Peter Katie Jimmie

On what was the merry-go-round?

ground truck horse

On what animal did Peter ride?

pig horse tiger

Who were laughing and kicking?

animals children men

What was balanced on the horse?

doll basket shoe

INDEPENDENT WORK:

READ AND DO, pages 61-63.

Write on the blackboard the paragraph below, and have the children illustrate it.

Around went the tiger, and Peter was on the tiger. Around went the elephant, and Jimmie was on the elephant. Around went the pig, and Katie was on the pig.

The children may read supplementary stories, such as: "Old Shoes to Mend," page 233, *Friendly Village*, Row, Peterson and Company, Evanston, Illinois, 1941. "David's Shoes," page 5, *Anything Can Happen*, Row, Peterson and Company, Evanston, Illinois, 1940.

RELATED EXPERIENCES

Let the children play original tunes for merry-go-round music on five drinking glasses filled with different amounts of water. Tap the glasses with a stick or a pencil to produce the sounds. (See illustrations on pages 32 and 46 of *New Music Horizons, Book 2*, Silver Burdett Company, New York, 1944.)

Show the children how to play the "Lost Shoes" Game. Have one child hide his eyes while five children remove their shoes and put them in a row. IT opens his eyes and tries to return the shoes to the right owner before the class counts to ten. If he succeeds he may choose the next IT, otherwise he becomes IT again.

Suggested Story: "The Merry-Go-Round and the Griggsses," by Caroline D. Emerson, *A Merry-Go-Round of Modern Tales*, E. P. Dutton and Company, Inc., New York, 1927.

Suggested Poem: "Merry-Go-Round," by Martha Rose Baum, *Jack and Jill*, June 1939, The Curtis Publishing Company, Philadelphia.

Andy, the Handy Man

PAGES 155-160

BUILDING BACKGROUND

Guide the children in a discussion concerning circus acrobats and clowns whom they have seen balancing things on their heads, shoulders, hands, noses, or chins.

Invite them to tell of any personal experiences they have had in trying to balance things. Try to make use of the words *balance* and *sway*, and help the children to incorporate these words into their vocabulary.

DEVELOPMENTAL READING

"Our new story is about a man who could balance things. His name was Andy. Andy was a very handy man. He could do almost anything so he was called . . ." *Andy, the Handy Man*. If you think it is desirable, have the children find *Andy* in *Handy*. "There is a boy in this new story named Oscar. At the time the story opens . . ." *Oscar was eating breakfast*.

Pages
156-157
Andy
Handy
Oscar
lawn
mower

"Andy was cutting the grass with a lawn mower. Oscar went out and asked him to balance something. He said . . ." *Andy, can you balance the lawn mower?*

Let the children enjoy the picture on page 155. Ask what Andy is balancing on the tip of his nose. Explain that the woman in the picture is a woman who is going out to live in the country and that they will read about her in another story.

"Now let's turn to the next page and read the story. Who can read the title? Read the first paragraph and find out how Oscar happened to see Andy." Continue in this way until the page is read.

In discussing the picture on page 157 ask the children why Oscar looks so surprised. "Read the first paragraph and find out how Andy happened to be balancing the lawn mower on the tip of his nose." Ask other motivating questions as the page is read.

"While Andy was balancing things he asked Oscar's father to get up on the roof of a little building and hand him something. This is what he said . . ." *Will you get up on the roof of the shed?* Explain that the last word is a new word which begins with the two letters, *s* and *h*, which have one sound when they are together. Have the children listen for the sound of *sh* as you pronounce *shoe*, *shall*, *shelf*. Aid them to work out *shed* by comparing it with *shoe* and *bed*.

Pages
158-159
roof
shed
sneeze
wiggle

"While Andy was balancing Oscar on a chair, something very unexpected happened. Oscar felt that he was going to sneeze, and when you sneeze, of course, your nose wiggles. Well . . ." *All at once he found that he had to sneeze.* "And then . . ." *His nose began to wiggle.*

"Andy was not satisfied with balancing the lawn mower alone. Long before Oscar began to sneeze, Andy asked Oscar's father to give him something else to balance. Read the first paragraph on page 158 and find out what it was." Have pages 158 and 159 read as you supplement with questions and remarks.

Page 160
(ah-kah-
choo)
sway
flat

"We read on the last page that Oscar felt a sneeze coming on. Do you know what kind of sound people make when they sneeze? Oscar's sneeze sounded like this . . ." *AH-KAH-CHOO.* Read the word to the children.

"Well, when Oscar sneezed everything that Andy was balancing began to sway back and forth . . ." *The chair began to sway.*

"Balancing all of these things pressed Andy's nose down flat, and when it was all over . . ." *His nose looked just a little flat.*

"Oscar felt that sneeze coming on for a while, then suddenly it came. Let's read page 160 and find out what happened. The first line tells you how the sneeze came." Read the remainder of the page in the usual manner.

REREADING

Have the children reread the story orally for the purpose of evaluating each other's oral reading in terms of how well and interestingly each one expresses the part of the story which he reads aloud. (See "Evaluating Oral Interpretation" on page 130.)

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Finding a smaller word in a larger word

Use after
page 157.

Between pages 152 and 172, children meet new words which are smaller words within the following words: *kicked, balanced, climbed, merry-go-round, grandfather, scarecrow.* Write these words on the blackboard and have different children underline and read one or more smaller words in each one. Then write these words separately: *kick, balance, climb, merry, grand, scare.* Have different children find one of these words in a larger word and read it.

SECTION IV: UP AND DOWN AND ALL AROUND [129]

Developing the initial speech sound sh

Visual Discrimination. Write on the blackboard the following known words. Have the children note the similarity in the beginnings of the words and draw a box around all copies of *sh*. Use after page 159.

shoe *
shed
shelf
shop

Auditory Discrimination. Read the words above to the children. Emphasize the *sh* in each word but do not isolate it. Have the children read the words and listen for the sound of *sh*.

Words to pronounce for further practice in auditory discrimination are: *shook, winked, shore, shovel, travel, shell, white, shout, threw*.

Word Building. Suggested words to use for word building are: *red (shed), top (shop), more (shore), out (shout), took (shook), would (should), tell (shell), take (shake)*.

Contextual Application. Suggested sentences to use are:

Oscar . . . all over from the sneeze.
shook took

Father climbed out on the roof of the . . .
red shed

Andy said, "I am hungry. I . . . have something to eat."
should would

Developing the initial speech sound th

Use the same procedure to develop *th* as was suggested above for *sh*. Use after page 160.

Visual Discrimination. Suggested words to use are:

think *
things
thought
thank

Auditory Discrimination. Suggested words to use are: *chair, thirsty, wheel, thief, shelf, Thursday, when, thunder, thumb*.

Word Building. Suggested words to use are: *in (thin), sing (thing), stick (thick), bird (third), paw (thaw), corn (thorn), ink (think)*.

Contextual Application. Suggested sentences to use are:

Andy was a very . . . man.
in thin

Oscar said, "Can you balance that . . . on your nose?"
thing sing

INTERPRETATION OF MEANING

Evaluating oral interpretation

Use after page 160. Suggest that the children make up a set of standards to use in evaluating their oral interpretation of stories. Print these standards on a chart and use them frequently after oral reading.

The standards may be stated in the form of questions like these:

Did he or she know all of the words?
Did he or she use a good voice?
Did he or she read smoothly?
Did he or she read with good expression?

APPRECIATION

Noting humorous incidents

Use after page 160. Let the children enter into an enjoyable discussion concerning the funniest incidents in the story.

INDEPENDENT WORK:

READ AND DO, pages 64-66.

Write the following words on the blackboard: *Andy, handy, man, seeing, eating, his, mother, window, around, nose, swayed, doing, can, picked, just, that, began, called, hand, placed, fall, looked, little, flat.* Tell the children to write the words on their papers, look for a smaller word within each word, and draw a circle around the smaller word.

RELATED EXPERIENCES

The children may play a relay race at game time. The first child in each team may balance two objects (such as erasers) on his head. When he can no longer balance the objects he must pass them back to the next child. The team that keeps the objects balanced for the longest time wins the game.

Let the children draw pictures of acrobats or clowns balancing things on the tips of their noses.

The Little Woman Wanted Noise

PAGES 161-167

BUILDING BACKGROUND

Have the children discuss the noises one might hear if he lived in a house on a busy city street. Then let them describe the noises one might hear on a farm far out in the country. Contrast the quietness of the country with the noisiness of the city. Use the word *terrific* as often as possible in describing the noise of the city.

DEVELOPMENTAL READING

"Our new story is about a little woman who had lived in the city for a long time. Then one day she got a very important letter." *One day the woman got a letter from an old aunt.* If the children need special help with *letter*, have them find *let* in the word.

Pages
161-162
letter
rest
quiet
(*moo-moo*)

"The little woman went to live on a farm. She thought she would be happy there. But to her surprise . . ." *She could not rest and she was not happy.* "The new word in this sentence begins with the sound of *r*, the same sound you can hear in *ring*, *room*, and *run*, and it rhymes with *best*. Can you tell what it is?"

"The little woman couldn't rest because it was so quiet." *It was too quiet there.* "So she got a cow to make some noise. What kind of noise does a cow make? Yes, . . ." *Moo-moo.*

"Let's look at the picture on page 161. Here is the noisy street where the little woman lived. Can you see her in her window? What is the man doing in the building to the right? What do you think the man in the building to the left is doing?" Call attention to the newsboy and all the people. Ask stimulating questions as the children read pages 161 and 162.

"The woman got some other animals that made interesting noises. She got . . ." *some hens, a rooster, a pig.*

Ask the children to suggest the noise each of these animals makes. Write the word, as they suggest it, on the blackboard under the name of the animal. Use the same sound words as those in the book.

Pages
163-164
(*cut-cut-*
aw-cut)
(*cock-a-*
doodle-doo)
(*ee-ee-ee*)

"Let's read pages 163 and 164 and find out what animals the little woman bought." As these two pages are read, write on the blackboard the names of the animals as the children come to them.

"Did you ever hear the horn on a very old car say *goo-oo-oop?* The old woman even bought an old car that made a loud noise.

Pages
165-167
(*goo-oo-
ooh*)
*most
terrific*

As she drove along in her car one day, she heard the most terrific noise. Several boys were making the noise, but . . ." *Two boys made the most terrific noise of all.*

"Let's look at the picture of the old car on page 165." Let the children imitate the noise they think the horn is making. "Read the first paragraph to see why the little woman got the old car." Continue with motivating questions as you guide the children in reading the rest of the story and in interpreting the pictures.

REREADING

Have the children reread the story for the purpose of finding and listing all the different noises that made the little woman happy.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the initial consonants *r* and *b*

Use after
page 162.

Visual Discrimination. Suggested words to use are:

For *r*: ring *

For *b*: ball *

rest

bee

red

boy

run

box

Auditory Discrimination. Pronounce distinctly the words *rain, rest, room, red, run* and ask the children to listen for the sound of the letter *r*. Have different children pronounce the words while the others listen for the sound of *r*. Play the "Clap Game" to develop further auditory sensitivity to *r*. Suggested words to use are: *road, bell, row, right, barn, milk, roof, rest, loud, foot, rooster.*

Use the same procedure for *b*. Suggested words to use for this purpose are: *bite, barn, porch, built, dig, gone, better, dance, bark, Bully, pan, beavers, biscuit.*

Word Building. Add the initial consonants *r* and *b* to several known words and have the children read them, for example: *an (ran), at (rat, bat), it (bit), us (bus).*

Replace the initial consonant in several known words with *r* or *b* and have the children read the words, for example: *best (rest), boom (room), bed (red), fun (run, bun); look (book), tent (bent), dark (bark), tell (bell), bed (red).*

SECTION IV: UP AND DOWN AND ALL AROUND [133]

Contextual Application. Give the children an opportunity to read in sentences some of the words they have built. Suggested sentences to use are:

There was a big . . . barn on the farm.
bed red

The little woman liked to hear the dogs. . . .
dark bark

It was too quiet. She could not. . . .
best rest

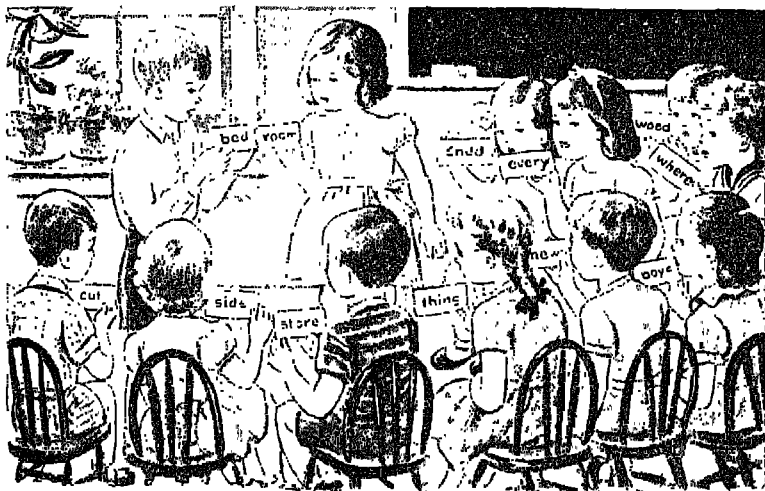
The boys liked to hear the school. . . .
tell bell

Playing a card game with parts of compound words

The compound words listed below are either words which the children have encountered recently in their reading or words which they will encounter in the next three stories. Use after page 164.

somewhere outside everything grandfather
woodshed bedroom storeroom newsboys

Print on cards the separate words of which the compound words are composed. Pass one card to each child.



Have a child stand before the class and show his word (as *bed*). Any child who has a word (as *room*) that will go with this word to make a compound word (as *bedroom*) then holds his card beside the other child's card. The children at their seats read the compound word.

INTERPRETATION OF MEANING

Enriching word meanings

Use after page 162. Have the children read the sentences below and discuss the two different meanings of *rest*.

Where are the rest of the boys?
The baby needs his rest.

Associating words of similar meaning

Use after page 164. Write on the blackboard the sentences, words, and phrases below. Have the children read the first sentence, look at the underlined word *shop*, then find another word in the three choices below the sentences which means nearly the same thing as *shop*. Use the same procedure with the remaining sentences.

Katie got her shoes in a shoe shop.

barn store house

Mr. Barber had a baby cat.

dog kitten bird

The little house was too small.

tall little flat

Peter gave the man one cent.

five cents ten cents a penny

The little house stood there day after day.

one time a long time one day

APPLICATION OF STUDY SKILLS

Finding page numbers in the table of contents

Use after page 162. Write on the blackboard the titles of the stories in the fourth section. After each title write two numbers over 100, one of which is the correct page number. Have the children use the table of contents to find which number is correct for each title.

APPRECIATION

Dramatizing the story

Let the children dramatize the story. One group of children may be responsible for the "sound effects." Use after page 167.

INDEPENDENT WORK:

READ AND DO, pages 67-69.

Write on the blackboard the phrases below. Have the children write all the phrases which tell the things the little woman would like.

a quiet boy	a day at the fair
a quiet house	a terrific noise
a loud sound	a big dog
an old car	a quiet street
merry music	big buses
a lawn mower	a merry-go-round
a quiet day	a quiet pasture
a little doll	some newsboys

The children may read supplementary stories, such as: "The Little Old Woman," page 170, *Down Our Street*, The Macmillan Company, New York, 1939. "The Ride to the City," page 85, *Round About*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

Let the children paint a frieze showing all the things that made noise for the old woman.

Ask a child to tell the story. Appoint various children to imitate the sounds of the different animals and the car each time one of them is mentioned.

Suggested Stories: "Tiny Little Woman," by Rhoda W. Bacmeister, *Stories to Begin On*, E. P. Dutton and Company, Inc., New York, 1940. "Nobody Knew Why," by Marjorie Pratt and Mary Meighen, *Read Another Story*, Benjamin H. Sanborn and Company, Chicago, 1939.

SECTION V

Woodland, Stream, and Hill

ILLUSTRATION: PAGES 168-169

BUILDING BACKGROUND FOR THE SECTION

Have the children turn to the table of contents and find the title of this new group of stories. Read the title to them and explain that this title is used because the new stories are going to be about their old friends, David and Sue, and some other children who live near the woodlands, streams, and hills in the country.

Have the children turn to the picture on pages 168-169. See if they can identify David and his dog, Blackie. Lead them in a discussion of what David and Blackie are doing. Tell them that big birds like the one in the picture live close to streams and pools of water in the country. Let them discuss what such big birds might find to eat in the pools, suggesting that one thing might be frogs.

Let the children speculate as to what season of the year is indicated in the picture. Draw their attention to the pussywillow and the fact that its little white buds come out just before the leaves on the trees, and that the pussywillow in bud is a sure sign of spring.

Good for Bully!

PAGES 170-174

BUILDING BACKGROUND

Post on the bulletin board an attractive picture of a frog, or show the children some colored pictures of frogs in a science book. If possible, have someone bring a frog to school for observation.

After interest in frogs has been stimulated, guide a discussion concerning the children's experiences with frogs. Bring out such points as: the color of frogs, where they live, their habit of burrowing into the earth and sleeping all winter; the croaking noise they make in their throats. Explain that the noise sounds like "Chug-a-rum."

DEVELOPMENTAL READING

"Our new story is about a big, green bull frog who took care of himself very well when enemies were around. It is called . . ." *Good for Bully.*

Pages
170-174
Bully
winter
answer
(chug-a-
rum)

SECTION V: WOODLAND, STREAM, AND HILL [137]

"Frogs sleep all winter and, of course, Bully did too. One day David was telling a friend about Bully. He said . . ." *He sleeps all winter.*

"Whenever David would call 'Chug-a-rum,' Bully would answer. So when David took his friend Alice to see Bully, he called, 'Chug-a-rum,' and . . ." *"Chug-a-rum," came the answer.*

Have the children turn to the picture on page 170 and see if they can identify the new girl, Alice. Ask where they think David and Alice are going. "Read and find out where Alice came from. Where were Alice and David really going? What did Alice hear?" Continue in this way until the children have read pages 170 and 171.

"Alice was surprised to find that Bully was so tame. Then she found out that David had played with Bully all last year. David said . . ." *I made a pet of him last year.* (Rebuild *fast* to make *last*.) Let the children find *ear* in *year*.

Pages
172-173
last
year
swam
log

"Bully swam very well, and he liked to sit on a log. So . . ." *He swam over to the other side of the pond and climbed up on a log.* The children should get *log*, phonetically. (Rebuild *dog*.)

Have the children open their books to page 172. Draw attention to the frog on David's hand. "Let's read and find out if David let Alice come any nearer. What happened when Alice came near the water? How did Bully look?" Continue to ask questions of this type until pages 172 and 173 have been read.

"David was much alarmed when he saw prints in the mud. He thought these prints were made by the feet of a big bird that eats frogs. David said . . ." *Oh, see these prints in the mud.*

Page 174
these

"Let's read page 174 and see if the big bird caught Bully." Provide additional motives for reading each thought unit as the children cover the page.

REREADING

Have the children reread the story for the purpose of "reading between the lines" to find out:

- Why Alice was running while David was walking.
- Why Alice didn't recognize the sound Bully made.
- Why Alice jumped when she put her finger on Bully.
- Why Bully did not answer when the children came back.
- Why Bully came out from under the log.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial consonants *b* and *r*

Use after
page 171.

Write on the blackboard the key words *ball* and *ring*. Read the list of words below. After reading each word ask a child to tell you under which heading it belongs. Write the word under the appropriate heading. At the end of the lesson have a child draw a box around all copies of *b* in the list of words beginning with *b*. Proceed similarly with the list of words which begin with *r*.

Bully, running, box, room, barn, road, bottle,
right, rest, ball, back, ride, bird, boat, ring

INTERPRETATION OF MEANING

Extending word meanings

Use after
page 173.

Have the children read the sentences below and select either *log* or *tree* to complete each sentence. Confused concepts of *log* can be clarified through discussion.

A beautiful . . . grew near the pond.

Put a . . . in the fireplace.

The children walked over the water on a . . .

The bird sat on a branch of a . . .



SECTION V: WOODLAND, STREAM, AND HILL [139]

Extend the meaning of the word *answer* by having the children read and discuss the following sentences: Use after page 173.

"Who is Bully?" asked Alice.

"He is one of my pets," was David's answer.

"He will answer when I call."

"Chug-a-rum," called David.

"Chug-a-rum," came the answer.

Guide the discussion by such questions as: Did Alice answer David? Did David answer Alice? Read David's answer. Did David answer Bully? Did Bully answer David? Read Bully's answer.

Have the children read sentences such as the following to develop other uses of *answer*: *How many eggs are two eggs and four eggs? Russell may answer. Yes, the answer is six.*

APPLICATION OF STUDY SKILLS

Finding factual material in terms of personal interest

Have the children find pictures and stories related to the topic of frogs in books on the library table. Ask each child to select information which is of special interest to him and share it with the class. Use after page 171.

Organizing events in sequence

Write on the blackboard the sentences below. Have the children decide which event happened first, then have a child write 1 to the left of the sentence. Continue until all of the sentences are numbered. Use after page 174.

Alice put her finger on Bully.

Out from under the log came Bully.

Alice came to stay with David and Sue.

They saw prints in the mud.

Alice and David went to the woods.

They saw a big bird flying over their heads.

David picked up Bully.

INDEPENDENT WORK:

Read and Do, pages 70-71.

Write the sentences and words below on the blackboard as indicated. Have the children write each number and the word *Answer* following it. Instruct them to read each sentence on the blackboard

and then write the correct answer in the form of a figure on their papers in the proper places.

How many eggs are two eggs and two eggs?

1. Answer: ____

How many boys are two boys and three boys?

2. Answer: ____

How many trees are four trees and six trees?

3. Answer: ____

Grandfather had four logs. He gave three logs to Father. How many logs did he have then?

4. Answer: ____

Mother Hen had five eggs. David took three eggs. How many eggs did Mother Hen have then?

5. Answer: ____

Write the following list of words in a column on the blackboard: *lost, quiet, fast, sit, cross, up, stop, cold, small, never, first*. In another column write these words: *happy, noise, stand, last, found, go, slow, down, warm, big, always*. Tell the children to copy the first list. Have them select a word in the second list which means the opposite of the first word, *lost*. Have them write *found* to the right of *lost*. Tell them to continue in the same way with the other words.

The children may read supplementary stories, such as: "Where Frogs Go in Winter," page 209, *Round About You*, Silver Burdett Company, New York, 1940. "Spring," page 182, *To and Fro*, Allyn and Bacon, Boston, 1939.

RELATED EXPERIENCES

Bring some frog eggs or tadpoles to school and let the children keep a record of their stages of growth.

Ask the children to tell about other animals that sleep all winter.

Suggested Story: "A Toad in Henry's Garden," by James S. Tippet, *Henry and His Friends*, World Book Company, Yonkers, New York, 1939.

Sliding on Long Hill

PAGES 175-181

BUILDING BACKGROUND

Post on the bulletin board pictures of winter sports. Include pictures of people tobogganing and of children sliding down hill on sleds. Discuss the pictures with the children. Invite them to tell of the fun they have had playing in the snow.

If the children live in a part of the country in which there is no snow, show them pictures of snowflakes (*Compton's Pictured Encyclopedia*, Vol. 13, page 175). Tell them about snowfalls in the northern states, and describe the fun which the children who live in these states have sliding down hill on their sleds. Bring out the point particularly that the children like a *long hill* because this enables them to have a long slide.

DEVELOPMENTAL READING

"We have been talking about how much fun it is to slide down a long hill. The name of our new story is . . ." *Sliding on Long Hill*. (Rebuild *Bill*.) "In this story it was winter and the children had been hoping for some time that the snow would come." *They had been waiting for the snow to fall*. Pages 175-176
hill
snow
sled

"David and Sue wanted to go sliding with the other children, but they had broken their sled the year before and it had never been mended. David said . . ." *Our sled is broken*.

"Open your books to page 175. Why are the children in the picture so happy? How many have sleds? Where do you think David is going? Read and find out why the children had wanted the snow to fall. What happened as the children came out of school one day?" Use similar questions in reading the remainder of the text on pages 175 and 176.

"Since their sled was broken and they couldn't go sliding, Mother gave David and Sue work to do. She asked David to shovel the snow off the walk, and she had Sue carry the dishes to the cupboard on a big tray. So . . ." *David got the snow shovel. Sue piled the dishes on a tray*. Pages 177-179
shovel
tray

Have the children interpret the picture on page 177. Ask, "What does Sue have in her hands? What does David have in his hands? Read and find out just what Mother said to the children." Ask questions in connection with the rest of the page. In interpreting the

picture on pages 178 and 179, let the children enter into the fun David and Sue are having as they slide down the hill on the tray and the shovel. Ask interesting questions as the children read.

Pages

180-181

past

"David took Sue for a ride down the road and past the barn. When they started out David said to Sue . . ." *I'll take you for a ride down the road, and past the barn.* (Rebuild *last* to make *past*.)

"Let's look at the picture on page 180. Do you think the sled Father is holding is the old sled or a new one? Where do you suppose this sled came from?" Have the children read pages 180 and 181 to check their opinions. Ask motivating questions for smaller parts of text, also, as the children read.

REREADING

Have the children reread the story for the purpose of trying to read the speeches in the same way they think the characters said them. One child may read the narrative part on each page, while other children read the speeches of the characters.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the initial speech sounds *sh* and *th*

Use after
page 179.

Write on the blackboard the following word beginnings:

- | | |
|-------------|-------------|
| 1. sh . . . | 4. th . . . |
| 2. th . . . | 5. sh . . . |
| 3. th . . . | 6. sh . . . |

Read this sentence to the children: *David rode down hill on a shovel.* "I want to write *shovel* on one of the lines. On which one shall I write it?" If necessary, pronounce the word again and refer to the key word (*shoe*) in aiding the children to decide where *shovel* should be written. Use the same procedure with the underlined words in the sentences below.

A thief jumped over the garden fence.

Sue put the dishes away on a shelf.

The thunder made a loud noise.

Many trees grew along the shore of the lake.

Father said, "I thought your sled was broken."

Reviewing initial consonants

Write on the blackboard the following groups of consonants:

h g p f d
c t r w k
s m b n l

Use after
page 181.

Read the words below one at a time and have different children select the consonant with which each word begins: *bed, cow, dog, fish, goat, horse, kite, leaves, monkey, nuts, pen, rake, soldier, top, window, hill, log, past, dishes, side, wait, tiger, rest, basket, feather, go, kick, mop, nest.*

INTERPRETATION OF MEANING**Clarifying word meanings**

Write on the blackboard the words and sentences below. Have the children choose one word which may be used in the two blank spaces in the first pair of sentences. Use the same procedure for the other pairs. Discuss the two different meanings of the word in each case. (*park* is a "joker.")

Use after
page 179.

right rest change park

The children sat down to. . .

Sue put away the . . . of the dishes.

The salesman gave Father his. . .

David said, "Do you want to . . . sleds?"

Sue put her shoe on her . . . foot.

"The tray was all . . .," said Sue.

APPLICATION OF STUDY SKILLS**Checking retention of story details**

Have the children answer these questions without their books:

Use after
page 181.

Why did the children want snow to fall?

Why didn't Sue and David go to Long Hill?

Why didn't Father mend the sled when the children wanted it?

Why couldn't Sue and David use some other boy's sled?

What made David and Sue think of using the tray and shovel?

APPRECIATION

Noting traits of characters

Use after page 181. Have the children read the parts of the story which show that David and Sue were "good sports" about the broken sled, and have them tell what they would have done under similar circumstances.

INDEPENDENT WORK:

READ AND DO, pages 72-74.

Write on the blackboard the directions below. Have the children read and carry them out.

Draw a tray. Put some dishes on the tray.

Draw a shovel. Put some snow on the shovel.¹

Draw a sled. Color it red.

Draw a long hill and some trees. Put snow on the hill and trees.

The children may read supplementary stories, such as: "Fun in the Snow," page 25, *I Know a Secret*, The John C. Winston Company, Philadelphia, 1940. "Winter Time," page 91, *Round About*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

Let the children make "frost" pictures by painting scenes in water color, then sprinkling salt over the pictures while they are wet.

The children may dramatize, in rhythm, different ways of traveling over ice or snow, as: skating, sliding, skiing, snow-shoeing.

Suggested Stories: "Snow," by Elinor Brown, *The Little Story Book*, Oxford University Press, New York, 1940. "The Snow Man," by Hans Christian Andersen, *For the Children's Hour*, Milton Bradley Company, Springfield, Massachusetts, 1926.

Suggested Poems: "The First Snow Storm," by Nathalia Crane, *The Janitor's Boy*, Thomas Seltzer, New York, 1925. "Snow," "Winter," by Dorothy Aldis, *Everything and Anything*, Minton Balch and Company, New York, 1927.

¹ The children may make the "snow" with chalk.

The Beavers' New Home

PAGES 182-185

BUILDING BACKGROUND

Display attractive pictures of beavers and their homes. Have the children look at illustrations of beavers in science books on the library table. Explain that beavers build their own houses, that each house has rooms in it, and that the beavers store away food for winter. (Don't tell how they build their houses, for this information is given in the story.)

Explain that a small river is usually called a stream. Point out the dam in the picture on page 182 and tell how this dam was made by the beavers. See if the children can give any information about how and why dams are made by men.

DEVELOPMENTAL READING

"We are now going to read some very interesting information about these busy little animals we have been discussing, *beavers*. This is the title." *The Beavers' New Home*. Pages 182-185
beavers
stream
dam

"These beavers, like all other beavers, lived beside a stream. They had built a dam in the stream." *For years they had lived beside a stream where they had built a dam*. If children have difficulty in recognizing the word *dam*, they should be encouraged to work it out phonetically. *gnawing through*

"Beavers can cut down trees by gnawing through them with their sharp teeth until the trees fall over. This is what the beavers in the story did." *They cut down trees by gnawing through them*.

Have the children turn to page 182. In discussing the picture, have them note that the beavers are piling up sticks to hold back the water in the stream. "Read the title to yourselves. Now read the first sentence and find out what the beavers were going to do. Read the next sentence and find out how long they had lived by the stream." Continue with similar questions while the children are reading pages 182 and 183.

"Did you ever see anything float on the water?" Have two or three instances related until the meaning of *float* is established. If necessary, demonstrate with a piece of wood and a bowl filled with water. "Trees are made of wood, you know, so even big trees will float in a stream of water. The trees that the beavers cut down floated in the stream, and some of the beavers gnawed leaves and branches Pages 184-185
floated
making
food

off them." *Some of the beavers gnawed the leaves and branches off the trees as they floated in the water.*

"The beavers worked very hard making their dam." *Every night the beavers worked, making the dam.*

"In the winter when snow is on the ground, beavers can't find anything for food. So they store food to eat in the winter. The beavers had a storeroom for food." *Here they would store their winter food.*

"Let's look at the picture on page 184." Call attention to the log that is floating, and to the beaver who evidently is gnawing the leaves and branches off a tree as it floats. Ask, "What do you think the beavers on the sticks are building? Now let's find out what the story tells us about this picture." Have the rest of the story read in response to motivating questions.

REREADING

List as many facts about beavers as the children can recall. Then have the story reread for the purpose of checking the accuracy of the children's factual knowledge about beavers.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the final consonant *m*

Use after page 183. *Visual Discrimination.* Write on the blackboard a list of known words which end in *m*, for example:

room
drum
from
them

Have the children note the similarity of the word endings and draw a long box around all copies of *m*.

Auditory Discrimination. Pronounce a list of words, some of which end with *m*. Ask the children to clap once each time they hear you say a word that ends with the sound of *m*. Suggested words to use are: *stream, dam, poor, storm, fair, clam, wolf, kid, seem, first, swam, cream.*

Word Building. Suggested words to use are: *top (Tom), his (him), see (seem), at (am).*

SECTION V: WOODLAND, STREAM, AND HILL [147]

Contextual Application. Sentences which may be used are:

The beavers' home was in a . . .
street stream

The boy was called. . .
Top Tom

Developing the final consonant *g*

Visual Discrimination. Use the same procedure as was suggested for *m*. Words which may be used are: Use after page 183.

pig
log
bag
flag

Auditory Discrimination. Suggested words to use are: *most, frog, drag, door, flag, log, ten, dig, twig.*

Word Building. Suggested words to use are: *did (dig), flat (flag), bed (beg), pet (peg).*

Contextual Application. Sentences which may be used are:

The little woman got a . . .
pig big

There was a big . . . in the parade.
flat flag

Reviewing variants made by adding *ed* (*e* sounded)

Write on the blackboard the following known stem words: *float, rest, wait, mend, sound, plant, need*. Ask different children to read one of the words, add *ed* to it, and then read the resulting word. Have the children make up sentences using the words in their past tense forms. Use after page 185.

INTERPRETATION OF MEANING

Extending word meanings

Write on the blackboard the sentences below. Have the children read the sentences and discuss the different meanings of *through*. Use after page 183.

Father came through the door.
This is not a through street.
Grandfather cut through the log.
David said, "I am through with my work."

Write on the blackboard the sentences below. Have the children read the sentences and find two words which are spelled differently but pronounced alike.

Peter threw the ball over the fence.
The mouse gnawed through the floor.

Have the children choose *threw* or *through* for the blanks in the sentences below.

The peddler . . . the caps down.
The bird came . . . the window.
The man cut . . . the bark of the tree.
David . . . food to the beavers in the stream.

APPLICATION OF STUDY SKILLS

Having contacts with encyclopedias

Use after page 185. If possible, have a set of *Compton's* or some other picture encyclopedias in the classroom. Explain that these books contain information about almost everything, and that there is probably something more about beavers in one of them. Show the children the letters on the backs of the encyclopedias. State that since *beavers* begins with *b*, the book which has *B* on it would be the one in which to look for information about beavers. Have a child find an encyclopedia with *B* on the back. Find *Beavers* in this volume. Show the children the pictures, and read some of the information to them.

Making use of books brought from home and library

Use after page 185. Ask the children to bring to school books from home and books which they have borrowed from the library which pertain to beavers. Ask them to show pictures and read to the class sections which will add to their information about beavers.

APPRECIATION

Enjoying factual information

Use after page 185. Through discussion develop a keener appreciation of the industry, ability, and intelligence of beavers. Extend the discussion to the work habits of other social animals such as ants and bees.

INDEPENDENT WORK:

READ AND DO, pages 75-77.

Write on the blackboard the numbered sentences below. Have the children number their papers accordingly and write *Yes* or *No* after each number, according to whether the statement is true or false.

- | | | |
|---|-----|----|
| 1. Beavers need water. | Yes | No |
| 2. Beavers can walk. | Yes | No |
| 3. Beavers can swim. | Yes | No |
| 4. The beavers rested. | Yes | No |
| 5. They found some trees away from the water. | Yes | No |
| 6. They gnawed through the trees. | Yes | No |
| 7. The logs floated up the stream. | Yes | No |
| 8. The beavers threw the food away. | Yes | No |
| 9. The beavers put a fence around the logs. | Yes | No |
| 10. The beavers made two rooms in their houses. | Yes | No |

The children may read supplementary stories, such as: "Topsy and the Beavers," page 46, *Down Our Street*, The Macmillan Company, New York, 1939. "Wanted: A New Home," page 60, *Down Our Street*, The Macmillan Company, New York, 1939.

RELATED EXPERIENCES

Have the children make a large frieze showing the different things the beavers do from the time they cut down the trees until they are living in their houses in the winter.

Let the children construct a make-believe dam in an outdoor sand pile. Contrast this with the picture of the dam built by the beavers.

Help the children to compose a group poem with the title, "The Busy Beavers."

Suggested Story: "Saucy and Scamper," by Millicent Westlund, *Jack and Jill*, March, 1941, The Curtis Publishing Company, Philadelphia.

A Thief in the Garden

PAGES 186-192

BUILDING BACKGROUND

If possible, post on the bulletin board pictures of different of animals that are likely to destroy young plants in a home vegetable garden, as rabbits, gophers, and especially woodchucks.

Ask the children how many of them have helped to plant vegetable gardens at home. Ask if anything ever happened to the tender little plants in their gardens when they first came up. If any of the children know what destroyed their little plants, have them tell the class.

DEVELOPMENTAL READING

Pages
186-187
thief
hundreds

"What do we call a person or an animal who steals something that doesn't belong to him? Yes, a thief. Our new story is about a thief. It is called . . ." *A Thief in the Garden.*

"In this story a little girl named Mary helped her father plant a garden. One day Mary went out to look at the garden and she saw hundreds of plants coming up. She said to her father . . ." *There are hundreds of little plants.*

"Let's turn to page 186 and see what kind of home Mary lived in with her father and mother. Do you think it was in town or away out in the country?" Have the page read to find out where the garden was. Ask a motivating question for each thought unit. In discussing the picture on page 187 ask the children to express their opinions as to what Mary and her father are talking about. Have the page read to check the opinions expressed.

Pages
188-190
woodchuck
pet's
lost

"One morning Mary saw a little animal near the garden. Her father told her it was a woodchuck. He said . . ." *It is a woodchuck.*

"Mary's father wanted to find out how the woodchuck managed to get through the garden fence. He might have said . . ." *Let us wait and see how it gets through.* "But he cut the words *Let us* short and just said *Let's.*" Erase *Let us* in the sentence and replace it with *Let's.*

"When Father built the fence he put some posts in the ground, and nailed the wire to them. Mary and Father saw two woodchucks climb one of the posts." *The little animals climbed up the post like squirrels.*

Have the children turn to page 188. Guide their discussion of the picture to bring out pertinent points about what Mary is doing, and

SECTION V: WOODLAND, STREAM, AND HILL [151]

what she sees. "Read and find out if Mary and Father planted another garden. What happened in the garden?" Continue to have the children read pages 188-190 in response to questions.

"Mary's father decided to do something with the woodchucks. Mary didn't want them to be hurt, so she said . . ." *Don't hurt the woodchucks.* Pages 191-192
hurt

"Let's turn to page 191 and read the rest of the story to find out if Father caught the woodchucks. The first two sentences tell what Mary saw the two woodchucks doing when Father tried to catch them." Keep interest at a high peak throughout the remainder of the story as you ask questions about the various things that happened to the woodchucks.

• REREADING

Have the children try to invent a different solution to the woodchuck problem, as:

Mary might keep the woodchucks for pets.
They might be taken to a zoo or city park.
They might be taken to a pet store.

Then have the story reread for the purpose of deciding at just what point the change would take place in order to tell this story with one of the different endings selected by the children.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the final consonant *t*

Visual Discrimination. Write on the blackboard a list of known words which end with *t*, for example: Use after page 192.

post
hurt,
past
most

Have the children note the similarity of the word endings and draw a long box around all copies of *t*.

Auditory Discrimination. Pronounce a list of words some of which end with *t*. Ask the children to clap once each time they hear you

say a word that ends with *t*. Suggested words to use are: *let, hurt, food, post, hill, roof, shout, wish, kick, wait*.

Word Building. Suggested words to use are: *if (it), pan (bat), cap (cat), top (tot), men (met), hop (hot), log (lot)*.

Contextual Application. Suggested sentences to use are:

It was a very . . . day.

hop hot

Father built a fence around. . . .

is it

Developing the final consonant *f*

Use after
page 192. *Visual Discrimination*. Words to use are:

thief

shelf

wolf

Auditory Discrimination. Words to use are: *if, off, fall, calf, herself, bag, coat, deaf*.

Word Building. Write *is* on the blackboard. Substitute *f* for *s* to make *if*. Write *shelf* on the blackboard. Change *sh* to *s*, and have the children read the new word. Add words to *self* to form compound words, as: *myself, yourself, herself*.

Developing the final consonant *p*

Use after
page 192. *Visual Discrimination*. Words which may be used are:

top

hop

help

Auditory Discrimination. Suggested words to use are: *most, tip, dip, floor, mop, drop, ten, flat, flap, kick, keep*.

Word Building. Suggested words are: *how (hop), cat (cap), cut (cup), did (dip), ran (rap), us (up)*.

Contextual Application. Suggested sentences to use are:

Mary looked to see if the plants had come. . . .

us up

Mary had some milk in a . . .

cut cup

Playing the card game for compound words

The compound words (or parts of them) given below will be encountered between pages 186 and 247. Print on separate cards each word in the compound words. Have the children place the cards together to make compound words as described on page 133. Use after page 190.

woodchuck	grandmother	maybe	blackboard
bluebird	anyway	strawberries	woodpile
postman	anywhere	policeman	today

INTERPRETATION OF MEANING**Sensing relationships**

Write on the blackboard the groups of words below. Have the children select and underline the irrelevant word in each group, proceeding from left to right. Use after page 192.

thief	chewed	plants	truck
fence	cake	milk	cookies
garden	plants	shoes	green
woodchuck	sneeze	fat	paws
vegetables	plant	green	bicycle
fields	barn	shop	pasture

APPLICATION OF STUDY SKILLS**Having contacts with encyclopedias**

Have a child select the encyclopedia with *W* on its shelf-back. Find the material on woodchucks, show the children the pictures, and read some of the information to them. Use after page 187.

Organizing story events in sequence

Write on the blackboard the sentences below. Have the children number them in the order in which the events occur in the story. Use after page 192.

- Mary saw the woodchucks.
- The plants came up.
- Father put the woodchucks in a bag.
- The plants were all gone.
- Father built a fence.
- The plants were all gone again.
- The woodchucks ran off.
- Father let the woodchucks go in the pasture.

INDEPENDENT WORK:

READ AND DO, pages 78-79.

Write on the blackboard the question and phrases below. Have the children copy all of the phrases which describe something Mary might have seen from the window.

What do you think Mary saw from the window?

an apartment house

a fat little animal

a small garden

a post

the woods

two woodchucks

a park

a woodshed

a store

a squirrel

a fence

a big pasture

The children may read supplementary stories, such as: "Zeke and the Birds," page 179, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941. "Billy's Garden," page 60, *The Wishing Well*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

Use this story as a motive for encouraging the children to plant a school garden or individual home gardens.

Have the children plant some beans in a pot of soil; or have them lay some beans on a damp blotter. Encourage them to keep a class diary concerning the growth of their seeds.

Let the children bring seeds to school. Make a label for each kind of seed, then mount the seeds and labels on a "Seed Chart" for the nature table. Add to the chart as the children bring in new kinds of seeds.

Suggested Stories: "The Garden," by Margaret Wise Brown, *The Fish with the Deep Sea Smile*, E. P. Dutton and Company, Inc., New York, 1938. "Saucy and Scamper," by Millicent Westlund, *Jack and Jill*, March 1941, The Curtis Publishing Company, Philadelphia.

Suggested Poems: "For My Garden," by James S. Tippet, *Henry and His Friends*, World Book Company, Yonkers, New York, 1939. "Vegetables," by Rachel Field, *Taxis and Toadstools*, Doubleday, Doran and Company, Inc., New York, 1926.

Why the Bluebird Is Blue

PAGES 193-199

BUILDING BACKGROUND

Show the children a colored picture of a bluebird, and let them admire its beautiful blue feathers.

If any of the children have ever seen bluebirds, let them tell the class what they know about them. Supplement with interesting information, such as: The bluebird is one of the earliest birds to return to the northern states in spring. It builds its nest in hollow stumps, fence posts or other places, usually near houses and people. It has a cheerful song and sings freely. It is one of the most loved of all our wild birds.

DEVELOPMENTAL READING

"Our new story is an old, old 'make-believe' story that the Indians used to tell to their children. It is about a bird, and about a mother and her two children who were lost in the woods. They walked and walked, looking for a spring. How many of you have ever seen a spring filled with cool water?" Invite a brief description of a spring. "Well, the mother and children looked for a spring, but . . ." *They could not find a spring.*

Pages
194-195
spring

"Let's look at the picture on page 193 and see where the mother and her two children were. What are they looking at?" Have the children note how close together the trees are and how easy it would be to become lost in this woods. "Now turn to page 194 and read the title of this story. Read and find out what happened as the woman and children walked on through the woods. What did the children say? How did the mother answer them?" Continue to intersperse the reading with questions which are answered in the text.

"Finally, the mother and children started to follow a little bird. They were so tired they had to walk slowly. The little bird saw they were tired so . . ." *The bird hopped along slowly.*

Pages
196-197
slowly

Have the children look at the pictures on pages 196 and 197. Call their attention to the fact that the little bird in both of these pictures is gray, not blue. "Something very strange is told in the first paragraph on page 196. Read and find out what it was. What did the children and mother see? What did the bird do?" Continue with similar questions until the two pages have been read.

Pages

198-199

There are no new words on pages 198-199. Ask guiding questions to aid in the interpretation of the picture on page 198, and to carry the reading forward with interest. Lead the children to admire the beautiful blue color of the birds in the picture on page 199.

REREADING

Have the children reread the story for the purpose of planning a picture map to show the route over which the bird led the mother and her children. Write on the blackboard sentences to indicate the different pictures as the children decide upon them. The list may be something like this:

1. The mother and children walking in the woods.
2. The mother and children sitting under the tree, crying.
3. The mother, children, and bird at the spring.
4. The mother, children, and bird at the berry bushes.
5. The mother and children sleeping under the tree.
6. The characters at another spring.
7. The characters at other berry bushes.
8. The characters asleep under another tree.
9. The characters at their home.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing variants made by adding *ed* (*e* silent)

Use after
page 199.

Between pages 160-240 are the following known words in the variant form made by adding *ed*: *sway*, *answer*, *gnaw*, *water*, *kick*, *bang*. Write these words on the blackboard and have them read. Ask different children to add *ed* to one of the words and read it. Have the children use the past tense form of each word in a sentence.

INTERPRETATION OF MEANING

Extending word meanings

Use after
page 195.

Clarify and extend the different meanings of the word *spring* by having the children read and discuss the following sentences:

- It was a beautiful day in spring.
The little boy found a spring in the woods.
David said, "There is a spring in Father's car."

APPLICATION OF STUDY SKILLS

Checking retention

Ask the children to describe the way in which the bird helped the woman and her children out of each difficulty. Use after page 199.

Locating and summarizing specific items of information

Discuss with the children the courage and unselfishness of the mother. Guide them in locating the sentences which reveal these qualities. Use after page 199.

Have the children locate the sentences which describe the difficulties of the woman and her children. Guide them in summarizing these difficulties in one sentence, as: *The woman and her children were lost, hungry, tired, and thirsty.*

APPRECIATION

Noting descriptive passages

Let the children dramatize this story. Encourage them to use the illustrations and descriptive passages in working out a vivid dramatization. Use after page 199.

INDEPENDENT WORK:

READ AND DO, pages 80-81.

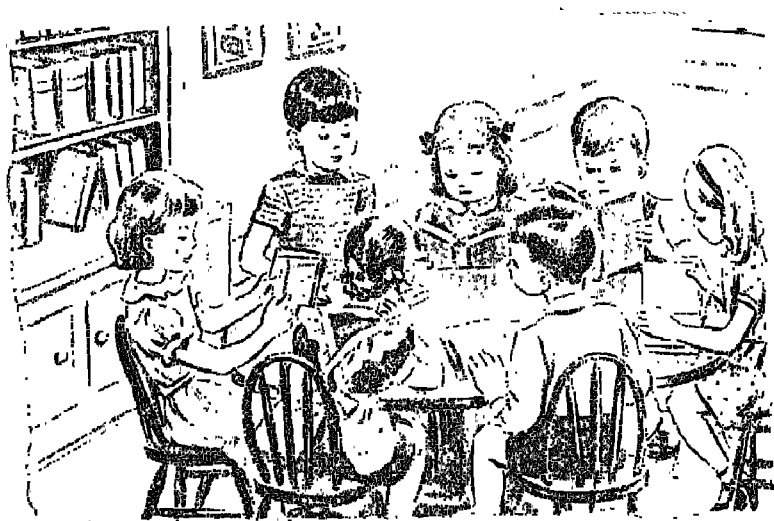
Write on the blackboard the words below. Have the children copy the words then read them from left to right and underline the one in each line that does not belong.

woman	two children	bird	woodchuck
hungry	happy	tired	lost
post	water	drink	spring
branches	logs	leaves	thief
gray	spring	brown	blue
hop	jump	run	berries
happy	glad	tired	merry

Write on the blackboard the words below. Ask the children to copy them and underline a smaller word in each one of them.

cared, hopped, slowly, spring, stand, about,
ground, sat, wind, that, dam, planted, long

The children may read supplementary stories, such as: "The Little House," page 72, *Our New Friends*, Scott, Foresman and Company, Chicago, 1941. "The Robin's Nest," page 150, *Places and Faces*, Allyn and Bacon, Boston, 1940.



RELATED EXPERIENCES

Let the children play the "Blue Game." A child gives one clue to something blue, as: "I'm thinking of something blue. It is high up over our heads. What is it?" The child who gives the right answer may ask the next question.

The children may paint or draw pictures of bluebirds.

Conduct a music appreciation lesson using Brahms' "Lullaby," Decca Record, No. 3840.

Suggested Stories: "Bobby Bluebird's Adventures," by Sara Cone Bryant, *New Stories to Tell to Children*, Houghton Mifflin Company, Boston, 1923. "Whiffit," by William Byron Mowery, *Jack and Jill*, June 1942, The Curtis Publishing Company, Philadelphia.

Suggested Poem: "House for Bluebirds," by James S. Tippet, *Counting the Days*, Harper and Brothers, New York, 1940.

Mrs. Mallaby's Birthday

PAGES 200-209

BUILDING BACKGROUND

Ask the children if any of them have ever known or heard of a person who was one hundred years old. Explain that a person who is one hundred years old is very, very old, about twelve times as old as the children in the second grade. During the discussion, develop the point that old people are sometimes forgetful, that they even forget their birthdays, but that they enjoy having other people remember and do things for them just the same.

DEVELOPMENTAL READING

"Our new story will be about the birthday of a very old lady whose name is Mrs. Mallaby. The title of the story is . . ." *Mrs. Mallaby's Birthday.*

Pages
200-201
*Mallaby's
card*

"What do you suppose the postman brought Mrs. Mallaby on her birthday? Yes, a card." *A pretty card with flowers.*

Have the children turn to page 200 and identify Mrs. Mallaby and the postman. "The first two sentences tell us something about the little old woman. Let's read and find out what it tells us. The next sentence gives us a very nice word picture of her little house. Try to see the little house as you read it." Continue in this way until pages 200 and 201 are read.

"Mrs. Hall came to see Mrs. Mallaby and brought her a present. Mrs. Mallaby wanted a kitten very much so she said to herself, 'I hope it is a kitten.' She just whispered . . ." *I hope it is a kitten.* "If it were not a kitten she didn't want Mrs. Hall to know she was disappointed. Were any of you ever disappointed? Why?" Write one of the responses on the blackboard, as: *Tony was disappointed. He could not go to Jimmie's party.*

Pages
202-203
*hope
disap-
pointed
piece*

"Mrs. Mallaby wanted Mrs. Hall to have the first piece of her birthday cake. She said . . ." *You must have the first piece.*

"Let's look at the picture on page 202." Tell the children that the younger woman is Mrs. Hall. Lead them to admire the box and to express opinions as to what is in it. "Let's read the page and find out. The first two paragraphs tell about Mrs. Hall's coming to Mrs. Mallaby's house. What do they tell us?" Ask questions leading into small sections of content as the children read pages 202 and 203.

Pages
204-205
doctor
shouted

"Mrs. Mallaby had another visitor on her birthday — a very good doctor whose last name was *Gray*. Everyone called him . . ." *Doctor Gray*.

"A little boy came to see her, too. He shouted a birthday greeting when he saw her." "*Happy Birthday, Mrs. Mallaby!*" he shouted.

In discussing the pictures on pages 204 and 205, arouse the children's curiosity as to what is in the box that Doctor Gray has brought, and what Peter is holding behind him. Have the children read the pages to find the answers. Ask questions to motivate shorter sections of text as the children read.

Pages
206-209

There are no new words on the last four pages of the story. Discuss the pictures with the children as usual, and have pages 206 to 209 read as you ask questions leading into thought units.

REREADING

Have the children reread the story to find the portion of text that is represented by the picture on each page.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the final consonants *d, n, r*

Use after page 205. Develop the final consonants *d, n, and r* according to procedures suggested previously.

Visual Discrimination. Suggested words to use are:

For <i>d</i> : card	For <i>n</i> : hen	For <i>r</i> : door
hold	ten	near
wood	than	for
bird	when	car

Auditory Discrimination. Words which may be used are:

For *d*: card, hope, red, box, sweet, old, look, wood, that, could

For *n*: an, last, green, will, kitten, shout, pan, led, men

For *r*: door, doctor, heard, letter, took, flower, stream, car, hair

Word Building. Suggested words to use are: his (*hid*), see (*seed*), feet (*feed*), car (*card*); that (*than*), at (*an*), it (*in*), see (*seen*), pat (*pan*), pet (*pen*), met (*men*); can (*car*), hen (*her*), fat (*far*).

SECTION V: WOODLAND, STREAM, AND HILL [161]

Contextual Application. These sentences may be used:

Mrs. Mallaby had a birthday. . . .

car card

She gave the kitten some milk in a. . . .

pan pat

The postman and the doctor were. . . .

met men

Peter had never . . . so many candles on a cake.

see seen

The little old woman had a. . . .

cap car

Reviewing the consonant blend *st*

The children may rebuild words by substituting *st* for the initial consonant or blend. Have them read the word after *st* is substituted in each case. Use after page 209.

The following words are suggested: *ring (sting)*, *back (stack)*, *bill (still)*, *day (stay)*, *good (stood)*, *hand (stand)*, *more (store)*, *them (stem)*.

APPLICATION OF STUDY SKILLS

Using the table of contents

Have the children turn to the table of contents and find the section which contains the names of the stories they have just read. Ask one of the questions stated below. Have the children find the answer by working with the table of contents. Ask one child to write on the blackboard the figure which is the answer. Use after page 201.

1. How many stories are there in this group?
2. What is the number of the page on which you would find "Good for Bully"?
3. What is the number of the page on which you would find "The Beavers' New Home"?
4. What is the number of the page on which you would find "Mrs. Mallaby's Birthday"?

Retention and organization of ideas

As the children suggest the names of the characters in this story, write them on the blackboard. Then have them tell of the ways in which each one of these characters was kind to Mrs. Mallaby. Use after page 207.

Locating page numbers above 200

Use after page 207. If some children have difficulty in locating page numbers above 200, give special practice as described below.

After the children have read "Mrs. Mallaby's Birthday," have them turn to the table of contents and find the story title. Print it on the blackboard together with the page number. Place your hand under the number and read *page 200*. Have the children open their readers and see who will be the first to find the story on page 200. Have them race to find pages 203, 205, 207, and 209 or any other page numbers you wish to use.

APPRECIATION**Impersonating story characters**

Use after page 209. Have the children play "Impersonations." Let each child select a character in the story, then do an impersonation of this character in a certain part of the story. The other children may guess which character is being impersonated and the part of the story portrayed.

INDEPENDENT WORK:

READ AND DO, pages 82-84.

List on the blackboard the words below. Tell the children to select and write on their papers the names of things which would not disappoint a boy as a birthday present.

a game, a boat, a dress, ice cream,
a mop, a bicycle, presents, a rest, a doll,
quiet, a party, a cake, a pony, rain, a tent

The children may read supplementary stories, such as: "Mrs. Hill's Birthday," page 17, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941. "The Big Brown Basket," page 178, *Our New Friends*, Scott, Foresman and Company, Chicago, 1941.

RELATED EXPERIENCES

Have the children suggest things they could do to be kind and thoughtful to old people.

Let the children make attractive cards for their mothers' or fathers' birthdays.

Suggested Poem: "The Dear Old Lady in the Lane," by Christina Rossetti, *Sing-Song*, The Macmillan Company, New York, 1924.

SECTION VI

Summer by the Lake

ILLUSTRATION: PAGES 210-211

BUILDING BACKGROUND FOR THE SECTION

Ask the children to tell about their experiences in spending a summer in a cottage by a lake or the sea. Make your own contribution by telling of an experience of this type that you have had.

After the children have become interested in summer experiences, have them turn to the table of contents and find the title of the last group of stories in the book. Read the title to them and let them discuss what they think this tells them about the stories in this group.

Have the children look at the illustration on pages 210-211. Invite free discussion of the picture. Make sure that the children note these special items:

The group of children and the dog in the lower left-hand corner.

The little stone house with the old lady working in the garden.

The barn with the man and the goose near by.

The old gentleman in the uniform of a sea captain who is helping the little girl out of the rowboat; and the boy who is holding the oars.

The new cottage that doesn't as yet have a roof.

The canoes and rowboats on the lake, and the differences between them.

Polly Helps Mr. Coleman

PAGES 212-218

BUILDING BACKGROUND

Have the children discuss places where their mothers buy food while the family is vacationing at a lake or the seashore. Lead them into a discussion concerning farmers who live all the year round at resorts, making money by selling fresh eggs, fruits, and vegetables to people who come in the summer. Supplement with ~~the~~ experience of your own in buying food from a resident farmer at a vacation resort.

DEVELOPMENTAL READING

Pages
212-213
Polly
Coleman
lake
Honker
pine

"Our next story is about a little girl named Polly Peters who often helps a farmer named Mr. Coleman. So the name of the story is . . ." *Polly Helps Mr. Coleman.*

"Mr. Coleman had a goose whose quack was so loud and queer that it sounded like a honk. So Mr. Coleman called the goose *Honker*." Finding *Honk* in *Honker* will assist children who need special help.

"Along the shore of the lake there were many beautiful pine trees. One morning . . ." *Polly went along the lake and through the pine trees.*

Have the children identify Polly and her Grandmother, and tell what Polly is doing in the picture on page 212. "Who can read the title? Let's read the first paragraph and find out when Polly went to the lake. What kind of house did her grandmother have? In what ways did Polly help her grandmother?" Continue with such questions, as the children read pages 212 and 213.

Pages
214-215
wishing
table
sell

"Mr. Coleman liked to have Polly help him sell berries and eggs and other things. One morning he was wishing Polly would come to help him because he had to go away. When Polly did come he said . . ." *I was wishing you would come.*

"Mr. Coleman told Polly that he had put the things on the table. He said . . ." *The eggs and strawberries are on the table.* The children should get *sell* through the use of phonetic and context clues.

Have the children turn to page 214 and identify Mr. Coleman and Honker in the picture. Ask if they can guess why Honker is running. "Read the first paragraph and find out what is happening in the picture." Provide similar motives for reading the additional thought units on pages 214 and 215.

Pages
216-218

There are no new words on the last three pages of the story. In discussing the picture on page 216, ask what the boy is doing, and why he is feeding the popcorn to Honker. Have the page read to find out what happened. Guide the children in their interpretation of the pictures on pages 217 and 218 as they come to them, and have short passages read in response to motivating questions.

REREADING

Have the children try to recall the main events of the story in the exact order in which they happened. List on the blackboard short

sentences describing the events as the children give them. Have the story reread for the purpose of verifying the list.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the final speech sound *sh*

Visual Discrimination. Write *wish* and *shed* on the blackboard. Have the children note that the *sh* is at the end of *wish*. Have the children read the word and note that the sound of *sh* in *wish* is the same as *sh* in *shed*. Have them underline the *sh* in each word. Use after page 218.

Auditory Discrimination. To aid in developing clear auditory perception of the final speech sound *sh*, pronounce these pairs of words:

put	swish	dish	with	fit	flash
push	swim	did	wish	fish	flag

After pronouncing one of the pairs of words, ask which one ends with *sh*. Have all the children who know the right word raise their hands. Give special assistance to those who are not able to respond.

This procedure will be referred to as the "Listening Game" on succeeding pages.

Word Building. Suggested words to use are: *swim (swish)*, *flag (flash)*, *will (wish)*, *put (push)*, *did (dish)*, *was (wash)*.

Contextual Application. Suggested sentences to use are:

Polly said, "I . . . I had not let Honker go."
will wish

Every morning Polly helped . . . the dishes.
wash was

Mrs. Bird put the strawberries in a . . .
did dish

Finding a smaller word within another word

Children will have met the stem word in each of these known variant forms between pages 184 and 217: *floated*, *planted*, *wishing*, *picked*, *shouted*. Write these words on the blackboard. Have the children underline and read the stem word in each of the words. Then write on the blackboard: *float*, *plant*, *wish*, *pick*, *shout*. Have different children find one of these words in a larger word and read it. Use after page 218.

APPLICATION OF STUDY SKILLS

Organizing story incidents

Use after page 218. Write on the blackboard the sentences below. Through discussion have the children decide upon the order in which the events happened. Number the sentences accordingly.

Polly went to Mr. Coleman's house.	Polly went home.
Mrs. Bird came to get strawberries.	Honker came back.
Honker got away from Uncle Peter.	Uncle Peter took Honker.
Mr. Coleman went away.	Mr. Coleman came back.

APPRECIATION

Noting character traits

Use after page 218. Deepen the children's appreciation of Polly's thoughtfulness by having them discuss all of the ways in which Polly was helpful to her grandmother and Mr. Coleman.

INDEPENDENT WORK:

READ AND DO, page 85.

Write on the blackboard the words below. Tell the children to write all the words on their papers, read each line from left to right, and underline the word which does not belong in the line.

cookies	bananas	strawberries	apples
garden	train	lawn	yard
penny	box	basket	bag
car	truck	pine	train
hen	noise	goose	duck
popcorn	shortcake	cookies	lake

The children may read supplementary stories, such as: "Mrs. Goose Has a Party," page 142, *Friends and Neighbors*, Scott, Foresman and Company, Chicago, 1941.

RELATED EXPERIENCES

Let the children paint or draw pictures showing how they have helped their neighbors.

They may model "Honker" from clay or plasticine.

Suggested Story: "The Goosey Gander," by Sara Cone Bryant, *Stories to Tell the Littlest Ones*, Houghton Mifflin Company, Boston, 1916.

Under the Woodpile ,

PAGES 219-225

BUILDING BACKGROUND

If possible, show the children a large colored picture of a chipmunk. Let them admire his bright eyes and the beautiful black and white stripes on his back. If any of them have ever seen a chipmunk, let them tell where they saw it and what it was doing.

Give additional information about chipmunks, as: The chipmunk belongs to the squirrel family. It is about six inches long with a bushy tail nearly as long as its body. (Show the children how long six inches is.) At the sides of its cheeks, close to its mouth, it has roomy pouches which it fills full of food. It carries the food to its nest in these cheek pouches.

DEVELOPMENTAL READING

"Our new story is about a boy who spent all of his summers in a cottage by the lake." *Every summer Jim came with his father and mother to their cottage by the lake.*

"One summer after he had gotten to the cottage, Jim heard a strange sound. It was . . ." *Chee, chee, chee.* Have the children find *chee* in *cheese*.

"Jim found a little chipmunk under a woodpile near the cottage, and one day . . ." *The little chipmunk sat down near the steps and looked at Jim.*

"The little chipmunk talked in a very funny way." *He came out and talked in his funny way.*

"You know how chipmunks always fill their mouths with food. Well, when Jim gave the little chipmunk nuts . . ." *He always stuck them in his mouth.*

During the interpretation of the picture on page 219, have the children identify Jim and the chipmunk, the cottage, and the woodpile. "Who can read the title? Let's read the first paragraph and find out what was all around the cottage. Read the next two paragraphs and find out what Jim heard. Read the next paragraph and find out what Jim saw." Ask leading questions as the children read pages 219 and 220.

"Every day Jim's father went out to the woodpile and took logs for a fire. So the woodpile grew smaller and smaller . . ." *Every day Happy's house grew smaller and smaller.*

Pages
219-220
summer
cottage
(chee)
chipmunk
talked
mouth

Pages
221-222
smaller
(che-che-
che)

"Happy didn't like having his house torn down, and when he talked to Jim about it he made a noise that sounded like *che-che-che*." *He made a scared little sound, "Che-che-che!"*

In discussing the picture on page 221 lead the children to identify the man. Ask what he is doing, and why he is carrying the logs into the cottage. "Read the first paragraph and find out if Happy was afraid of anything. Read the next paragraph and see what Jim thought about Happy and the woodpile. Read the rest of the page and find out what happened to the woodpile." Have page 222 read in the same way.

Pages
223-225

There are no new words on the last three pages of the story. Let the children discuss the picture on page 223 in terms of what happened at the bottom of page 222. "Let's read and find out if Jim was able to save Happy's home." Ask questions which apply to smaller portions of text as the rest of the story is read.

REREADING

Have each child reread the story silently for the purpose of preparing to ask one good question which will test the other children's comprehension and recollection of the text. Let each child ask his question and call upon another child to answer it. Have the child who answers the question then read orally the part of the story which verifies his statement.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the final speech sounds *th* and *ch*

Use after
page 220.

Visual Discrimination. Write *mouth* and *think* on the blackboard. Point out that the *th* is at the end of *mouth*. Have the children read the words and underline the *th* in each word. Have them note that the sound of *th* in *mouth* is the same as in *think*.

Develop the final speech sound *ch* as suggested above for *th*. Use the words *much* and *cheese* as key words.

Auditory Discrimination. To aid in developing clear auditory perception of the final speech sound *th*, play the "Listening Game," using these words:

path	bag	south	wish	bread
pan	bath	sound	with	breath

To develop auditory perception of the final speech sound *ch*, play the "Listening Game," using these words:

read	eat	pork	rich	hat
reach	each	porch	rip	hatch

Word Building. Suggested words to use are: *will (with)*, *bag (bath)*, *mouse (mouth)*, *sound (south)*; *mud (much)*, *eat (each)*, *cat (catch)*.

Contextual Application. Suggested sentences to use are:

Happy ran off . . . the nuts.
will with

Happy put the nuts in his. . .
mouse mouth

Jim came to the cottage . . . summer.
eat each

The man said, "How . . . is the goose?"
mud much

APPLICATION OF STUDY SKILLS

Locating specific sentences

Ask the questions below orally, and see how quickly the children can find the sentence in the book which answers each one of them. Use after page 225.

What was around the cottage?

What did the chipmunk do when Jim's mother came out?

What did Jim give the chipmunk to eat?

How many logs were finally left in the woodpile?

What promise did Jim make to Happy about taking his house to pieces?

What did Jim do while his father went back to take one more look at the house?

What did the four chipmunks do last of all?

APPRECIATION

Recreating the story

Have the children tell the story as if the father chipmunk were telling it, making up imaginary speeches from the chipmunk's standpoint. One child might tell the first page, another child the Use after page 225.

second page, and so on. The story for the first page might be something like this:

"One day when I came out from under my woodpile, I saw a boy. He was sitting on the steps of the cottage. I said, 'Chee, chee, chee.' He opened his eyes wide and looked at me."

INDEPENDENT WORK:

READ AND DO, pages 86-87.

Write on the blackboard the words below. Have the children write them, underline a smaller word within each of the words, and then write that word beneath the original word.

smaller, Coleman, keeping, cared, picked,
handy, flat, along, wishing, talked

Write on the blackboard the sentences and words below. Have the children write the sentences and complete each one with a word chosen from the three words below the sentence.

1. Jim went to the cottage every. . .
winter spring summer
2. The cottage was by a. . .
pond lake spring
3. The chipmunk was as big as Jim's. . .
head hand nose
4. Happy was not afraid of. . .
Jim Mother Father

RELATED EXPERIENCES

Let the children paint a series of pictures to illustrate scenes in this story.

Have the children learn such songs as: "Chant of the Chipmunk," by Arthur Guiterman, page 131, *New Music Horizons*, Book 2, Silver Burdett Company, New York, 1944.

Suggested Story: "The Story of the Ground Squirrel," by Clarence W. King, *Jack and Jill*, November 1942, The Curtis Publishing Company, Philadelphia.

Toby of Crow Island

PAGES 226-231

BUILDING BACKGROUND

If possible, bring a turtle to school, or ask some of the children to do so. Let the children observe how the turtle draws his head and feet up under his shell when he is frightened; and how he sticks them out from under his shell when he wants to walk, swim, or eat.

Call attention to the turtle's hard shell, and explain that a turtle has no feeling in his shell; that one could cut off a piece of it or drill a hole through it and it wouldn't hurt the turtle any more than having one's finger nails cut hurts a person. Let the children feed the turtle different kinds of food, including a leaf of lettuce, and a piece of fresh meat.

Explain that there are two kinds of turtles: land turtles, who live on the ground, and water turtles, who prefer to live in the water.

DEVELOPMENTAL READING

"The name of our new story is . . ." *Toby of Crow Island*. Have the children find the word *and* in *island*. If necessary, explain what an island is. Pages 226-227

"In this story there is a new boy named Pat. Pat's grandfather had found a new pet for him. He said . . ." *It is an animal that lives in a shell*. The children should work out *shell* phonetically. *Toby island shell turtle*

"What do you think the pet could have been? What lives in a shell and crawls on the ground?" When the children guess *turtle*, write on the blackboard: *a turtle*. "Yes, Grandfather gave Pat a turtle and Pat called him *Toby*."

"Let's look at the picture on pages 226 and 227." Have the children identify Pat, Grandfather, and the cottage under the pines. Ask, "Why do you suppose Pat looks so unhappy? Let's read and find out." Have the title and the two pages read in response to motivating questions as usual.

"Open your books to page 228. Read the first paragraph and find out what kind of turtle we see in the picture. Read the next paragraph and find out what Pat thought about the turtle as a pet." Continue to keep the reading of pages 228 and 229 interesting by asking questions and supplementing with remarks. Pages 228-229

Let the children enjoy the humor in the picture on page 230 which shows Toby running away with the green leaf. "Read the Pages 230-231

first paragraph and find out where Grandfather got the leaves. Then what did Pat do? Now read the funny thing that Toby did." Continue as usual to the end of the story.

REREADING

Have the children reread the story to find the section of text which they think is pictured in each illustration. Let them also select sections of text which they think would have made other good pictures.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Developing the final consonants *l*, *k*, *s*

Use after page 227. Develop the final consonants *l*, *k*, and *s* according to procedures suggested on pages 146-147.

Visual Discrimination. Suggested words to use are:

For <i>l</i> : shell	For <i>k</i> : kick	For <i>s</i> : hands
small	pick	pin
nail	pink	steps
pool	look	helps

Auditory Discrimination. Suggested words to use are:

For *l*: trail, west, nail, storm, Bill, wink, Pal, clam, travel

For *k*: kick, tub, honk, Ned, shook, drink, dog, six, knock, his, book

For *s*: pine, pines, card, cards, turtle, turtles, call, calls, log, logs

Word Building. These words are suggested: Pan (Pal), train (trail), hid (hill), drink (drill), shed (shell); for (fork), barn (bark), word (work); turtle (turtles), dog (dogs), hand (hands).

Contextual Application. These sentences may be used:

A turtle has a . . . on his back.
shed shell

Ned ate his meat with a . . .
for fork

Ned picked up the turtle with his two . . .
hands hand

INTERPRETATION OF MEANING

Clarifying word meanings

Show the children a map which pictures islands in a lake or sea. Use after
Have the children observe that islands are portions of land com- page 227.
pletely surrounded by water.

APPLICATION OF STUDY SKILLS

Having contacts with an encyclopedia

Let the children help you select the right volume of an encyclo- Use after
pedia in which to look up *turtles*. Show the pictures, and read some page 227.
of the information to the class.

Finding factual material in terms of personal interest

Have the children find pictures and stories related to the topic of Use after
turtles in books on the library table. Ask each one to select informa- page 229.
tion which is of special interest to him and share it with the class.

Recalling story details

Ask the children the questions below. See if they can answer these Use after
questions from memory. page 231.

Which part of a turtle comes out of the shell first?

How should a turtle be picked up?

Why was it necessary to tie Toby?

What did Grandfather do to Toby so Pat could tie a string to him?

INDEPENDENT WORK:

READ AND DO, pages 88-89.

Write on the blackboard the words below. Have the children
arrange the words in pairs according to opposite meanings.

summer, under, give, tall, pulled, big, first

short, take, pushed, winter, small, over, last

Let the children illustrate any of these sentences they choose:

Grandfather came back with some big green leaves.

Pat put Toby on the ground and held out one of the leaves.

Grandfather put the turtle on a table.

Pat and Toby went walking in the woods.

The children may read supplementary stories, such as: "Mr. Turtle and Freddie," page 44, *Along the Way*, The John C. Winston Company, Philadelphia, 1940. "Turtles," page 124, *We Grow Up*, The Macmillan Company, New York, 1939.

RELATED EXPERIENCES

Let each child make a booklet in the shape of a turtle. He may include in his booklet a picture of a turtle, one or two sentences about a turtle, and perhaps a short original poem.

The children may carve turtles from soap.

Show the following motion picture to the children: "The Snapping Turtle." This film can be obtained from Encyclopedia Britannica Films, Inc., 1841 Broadway, New York, N. Y.

Suggested Stories: "The Bear and the Bees," by Peggy Bacon, *The Lion-Hearted Kitten and Other Stories*, The Macmillan Company, New York, 1936. "The Tortoise and the Elephant," A Russian Tale, by Vallery Carrick, *Picture Folktales*, Frederick A. Stokes and Company, New York, 1915.

Suggested Poems: "Turtle," by James S. Tippet, *I Know Some Little Animals*, Harper and Brothers, New York, 1941. "The Little Turtle," by Vachel Lindsay, *Johnny Appleseed and Other Poems*, The Macmillan Company, New York, 1928.

Pal, the Police Dog

PAGES 232-240

BUILDING BACKGROUND

Invite the children to tell of their experiences in thunder storms. Capitalize on opportunities to make use of the words *thunder, storm, lightning, flash, and flashes*.

DEVELOPMENTAL READING

"Our new story is about a dog named Pal. It is also about a boy named Roger and his sister, May, who went with their father and mother to an island where they were building a new cottage. They had to go to the island in a boat, of course, and as they left this is what happened . . ." *"Good-by, Pal," said Roger, as he and May tied the dog to the car door.*

Pages 232-233
Pal
Roger
shore
fishing

"While they were working on the cottage they heard a shout that seemed to come from the shore." *Some one was calling from the shore.*

"There were many fish in the lake and Roger liked to go fishing. He said . . ." *I want to go fishing.*

In discussing the picture on page 232, ask the children if they can tell what kind of dog Pal is, then have the children read the story title. "Read the first paragraph and find out why Pal couldn't go along. How did the family get to the island? What were they going to do on this particular day?" Use additional purposeful questions to stimulate interest in reading the two pages.

"There was a trail or narrow path that ran from the cottage down to the shore. Father and Mother left the children, and as they were going down the trail . . ." *May ran down the trail after them.*

Pages 234-235
trail
thunder
storm

"Soon it looked as if a thunder storm were coming up. May said . . ." *Oh, I hope it will not be a thunder storm.*

"Open your books to page 234. What did Father say as he left? What did May do?" Continue with the reading of pages 234 and 235 as usual.

"Very soon the children knew that there was going to be a thunder storm, because they saw a flash of lightning." *There was a flash of lightning and more thunder.*

Pages 236-240
flash
lightning

Discuss the pictures on pages 236 to 240 with the children as they come to them. Add to the interest and excitement of the story by asking stimulating questions which are answered in the text.

REREADING

Have the children reread the story for the purpose of selecting the most exciting parts.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing final consonants

Use after Write these consonants on the blackboard:
page 235.

d n r s l k m g t f p

Read the words below to the children. After you have read each word ask a child to find and name the letter which he heard at the end of the word.

bread, shelf, pig, milk, bell, drum, hen,
top, feather, cows, cat, chair, foot, girls,
talk, log, self, card, jump, barn, trail, storm

INTERPRETATION OF MEANING

Extending word meanings

Use after Discuss the meaning of *trail* as contrasted with *street* to develop
page 235. the concepts that: a *trail* is a relatively primitive path; a *street* is an improved road. Explain to the children that when *trail* is used in the name of a highway, it means that the highway probably follows a trail made by the Indians or the early white settlers. Write on the blackboard the sentences below. Have the children select the right word for the blank space in each sentence.

trail (or trails) street (or streets)

Once upon a time people traveled over . . .
in the woods.

The big city had many long. . .

There was a . . . in the woods near
Roger's cottage.

Roger lived in a city. His school was on a
city. . .

APPLICATION OF STUDY SKILLS

Having contacts with encyclopedias

Have the children help you find the encyclopedia volume with *L* on its shelf-back. Look up *Lightning*. Show pictures of different forms of lightning. (*Encyclopedia Britannica*, Vol. 14, pages 113-144; plates between 114-115.) Use after page 240.

APPRECIATION

Relating personal experiences to story incidents

Conduct a discussion concerning ways in which Pal showed his loyalty to the children. Let the children tell of personal experiences in which their pets have shown loyalty to them. Use after page 240.

INDEPENDENT WORK:

READ AND DO, page 90.

Write on the blackboard the sentences below. Have the children copy and arrange them in the order in which the events took place in the story.

Someone called from the shore.

Roger and May tied Pal to the car door.

It began to rain.

Father called Roger.

They worked on the roof of the cottage.

Pal swam to the island.

The children may read supplementary stories, such as: "Mac and Jip," page 23, *Day In and Day Out*, Row, Peterson and Company, Evanston, Illinois, 1941.

RELATED EXPERIENCES

Have the children make a large map showing the island, the cottage, the shore, and the farm near the lake.

Conduct an art appreciation lesson using a copy of Sir Edwin Landseer's famous painting, "A Distinguished Member of the Humane Society." Copies may be secured from the F. A. Owen Publishing Company, Danville, New York.

Suggested Story: "George and the Very Rich Dog," by Jessie Penniman White, *Jack and Jill*, May 1942. The Curtis Publishing Company, Philadelphia.

Three Canoes

PAGES 241-247

BUILDING BACKGROUND

Have the children turn back to pages 210-211 and look again at the canoes in the picture. Have them note how the shape of a canoe differs from that of a rowboat, and how the people in the canoes propel them with paddles instead of oars. If any of the children have ever taken canoe rides, ask them to tell about their experiences.

Give the children additional information about canoes by reading to them from an encyclopedia as suggested under ADDITIONAL READING ACTIVITIES.

DEVELOPMENTAL READING

Page
241
canoes
captain
sea

"There are three canoes in this new story, so the title is . . ." *Three Canoes*. "We will meet a new character in this story, too. He is Captain Bill, who at one time was a sea captain. That is, he was captain of a big boat that sailed over the sea. Roger said . . ." *Tell us a story about when you were a sea captain.*

"Now let's look at the picture on page 241. Who are the children? Who is the old man with the fishing rod? What kind of boat are they riding in? Read the title to yourselves. Read the first paragraph and find out what Roger is saying to the captain. The next paragraph tells us where they are. What did May like to hear?" Continue with similar questions until the page has been read.

Pages
242-243
paddles
north
east
west
south

"People use paddles, of course, in pushing canoes along. While Roger and May were riding along in a boat with the captain, they heard a noise that was made by the splash of paddles in the water." *They heard the splash of paddles.*

"The people in the canoe wanted to find Duck Pond, so Captain Bill gave them the directions." Make a chart on the blackboard with arrows pointing to north, south, east, and west. Label each arrow with the name of the direction. Explain the relationship between the directions on the chart and real directions, and then have different children point to north, south, east, and west.

"Turn to page 242. Someone was coming. Let's read and find out who it was." Continue to ask motivating questions as the children read pages 242 and 243. In discussing the picture on page 243, have the children make comparisons between the rowboat and the canoe.

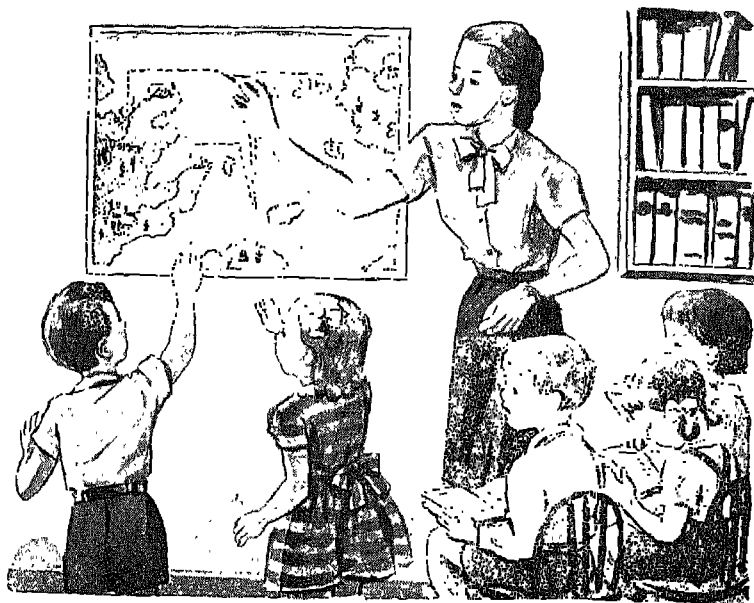
There are no new words on pages 244-247. In discussing the picture on page 244 lead the children to discover that the two boys have a different kind of canoe than the man and woman had, and that it is blue. "Let's read the first paragraph and find out what Roger said about the man and woman. What came along next? What were the two boys looking for?" Provide similar motives for passages of text as the children finish reading the story.

Pages
244-247

REREADING

Have the children reread the directions which Captain Bill gave to the man and the boy in the green canoe in order to tell you what to put on the blackboard as you chart the route for them. Explain that north is usually at the top of a map. Have the children direct the drawing, then read aloud the sentences on which they based their directions.

Use the same procedure in charting the course given to the man and woman in the red canoe; and to the two boys in the blue canoe.



ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing the final speech sounds *th*, *ch*, *sh*

Use after
page 243.

Word Building. Suggested words to use are: *sound* (*south*), *flag* (*flash*), *will* (*wish*, *with*), *in* (*inch*), *put* (*push*), *eat* (*each*), *mud* (*mud*, *mush*), *bag* (*bath*).

Contextual Application. Suggested sentences to use are:

The captain said, "Go . . . to the shore."

sound south

Roger said, "I . . . I could go fishing."

with wish

There was a . . . of lightning.

flash flag

The children had two sandwiches. . . .

eat each

Pal got a . . . in the lake.

bag bath

Uncle Peter said, "How . . . money do you want for Honker?"

mud much

Reviewing variant forms

Use after page 247. Write known stem words on the blackboard and have the children add *ing*, *d*, or *ed* to them. In each case the child should read the word both before and after he adds the ending. After the endings have been added, the words should be used in sentences. Suggested words are:

For *ing*: snow, talk, jump, keep, hold, drink, see

For *d*: paddle, tie, care, scare, place, change, surprise

For *ed* (*e* silent): fish, flash, bang, kick, work, rain, answer

For *ed* (*e* sounded): wait, rest, mend, sound, hand, need

INTERPRETATION OF MEANING

Recognizing variant meanings of words spelled differently but pronounced the same

Use after page 241. Write on the blackboard the sentences below. Have the children find the two words that are pronounced the same but spelled differ-

ently in each pair of sentences. Call upon one child to underline the first pair of words, another to underline the second pair, and so on.

The wind blew hard.

The sky was blue.

Captain Bill was an old sea captain.

May said, "See the blue canoe coming back."

Roger said, "I hope they know north from south."

Captain Bill said, "No, Roger, I'm afraid they don't."

May would know the way to Bear Hill.

Roger made signs on pieces of wood.

APPLICATION OF STUDY SKILLS

Organizing ideas

Write on the blackboard the headings and incomplete sentences below. Have the children read each sentence and complete it with a phrase chosen from the headings. They may then check with their readers to verify their memory of facts.

Duck Pond

Bear Hill

a spring

The man and woman wanted to find. . . .

The man and woman found. . . .

The man and boy wanted to find. . . .

The man and boy found. . . .

The two boys wanted to find. . . .

The two boys found. . . .

Using a map

Have the children find on the map pictured on page 247 in their readers the various things and places mentioned in the story. Ask different children to trace the route each of the canoes followed in going on its trip and coming back again.

APPRECIATION

Noting descriptive phrases

Have the children find and interpret: (1) descriptive color phrases, as *the old green canoe*; (2) sound phrases, as *a splash of paddles*; (3) phrases describing size, as *to a big hill*.

INDEPENDENT WORK:

READ AND DO, pages 91-92.

Write on the blackboard the directions below. Ask the children to carry them out.

Draw a woods near a shore. Make two tall pine trees near one another. Make a spring in the woods. Make a trail go through the woods and stop at the two tall pine trees. Make a pond to the right of the tall pine trees. Put a duck on the pond. Make a hill behind the pine trees. Make a brown tent near the pine trees. Make ten small pine trees.

The children may read supplementary stories, such as: "Mr. Carl, Sleepyhead," page 75, *Down the River Road*, Row, Peterson and Company, Evanston, Illinois, 1938. "Captain Jerry Sails Away," page 108, *The Wishing Well*, Row, Peterson and Company, Evanston, Illinois, 1943.

RELATED EXPERIENCES

Have the children make signs to represent the following phrases: *round island, long island, white pine tree, Bear Hill, pile of stones, the shore, red pine tree*. Have them place these signs about the room to represent their location on the map on page 247 in their readers. Ask different children to give a set of directions for another child to carry out, as: "Go north past long island, south to the shore, and west past a white pine tree." Later, suggest that the children vary their directions by using the following words: *past, behind, beside, under, over*. Guide them in giving such directions as: "Go past the white pine tree and the pile of stones."

Show the children a compass. Explain its use and its value to a traveler.

Suggested Story: "The Adventure of the Little White Boat," by Sara Cone Bryant, *Stories to Tell the Littlest Ones*, Houghton Mifflin Company, Boston, 1916.

Suggested Poems: "Four Fishing Boats," by Margaret Wise Brown, *The Fish with the Deep Sea Smile*, E. P. Dutton and Company, New York, 1938. "Old Captains," by Rachel Field, *Taxis and Toadstools*, Doubleday, Doran and Company, Inc., Garden City, New York, 1926.

The Captain Tells a Story

PAGES 248-253

BUILDING BACKGROUND

If possible, show the children a real clam shell. Tell them that a little animal called a clam once lived in this shell. Demonstrate how the clam could open the shell when he wanted to get food, and how he could close it up tight when he wanted to protect himself from enemies.

Tell the children that the little clams found in fresh water lakes are not gathered for food, but that clams found along the seashore are very good to eat. Explain that clams burrow deep down in the sand, and people dig them up. The story will be more meaningful if the children know why water spurts from holes in the sand where clams are buried. Tell them that the clam extends a tube up to the surface through which he draws in water containing little sea creatures upon which he feeds. When he is frightened he quickly draws in the tube, causing a spurt of water. When a clam digger is searching for clams, he looks for these little holes with water spurting out of them. When he sees such a hole, he knows a clam is buried there.

DEVELOPMENTAL READING

"Captain Bill sometimes told the children true stories and sometimes he told them made-up stories. This time he made up a story about a dogfish named Fido. He said . . ." *Have you heard the story about my pet dogfish named Fido?*

Pages
248-249
*named
Fido
winked*

"Captain Bill always winked his eye when he was going to tell a made-up story." *Captain Bill winked at the children.*

Ask the children to open their books to page 248 and see if they can tell what the Captain is doing in the picture. "What is the name of the story? Read the first paragraph and find out how the Captain happened to tell this story. Where was the Captain when he told the story? What did he ask the children?" Continue the reading of pages 248 and 249 according to the usual procedure. Let the children enjoy the humor in the picture of the dogfish coming up to the boat to get food.

"People sometimes feed dog biscuits to dogs, you know, so the Captain pretended that he fed the dogfish a biscuit. He said . . ." *I took a dog biscuit out of my pocket.*

Pages
250-253
*biscuit
clams*

"Then he told how the dogfish helped him take care of his clams. He said . . ." *He helped me take care of my clams.*

"Open your books to page 250 and read the first paragraph to find out how Captain Bill fed the dogfish. What did the dogfish do? Did Captain Bill give him any more biscuits?" Continue to ask motivating questions as the children read the rest of the story. Let the children enjoy the humor in the pictures on pages 250 and 252, and have them draw their own conclusions as to whether Roger and May had enjoyed the Captain's story by interpreting the picture at the bottom of page 253.

REREADING

Have the children reread the story for the purpose of selecting: (1) all the parts of the story that are fanciful, and (2) all the parts of the story that could be true.

ADDITIONAL READING ACTIVITIES

GUIDED WORK:

WORD RECOGNITION

Reviewing final consonants

Use after page 249. *Visual and Auditory Discrimination.* Write on the blackboard the following groups of consonants:

n	p	f	d	m	k
g	t	r	l	s	

Pronounce several words ending with each of these consonants, and have the children find on the blackboard the letter with which each word ends. Suggested words to use are:

tip	mop	top
biscuit	been	pan
lawn	letter	hurt
thief	food	shelf
summer	drink	tiger
log	bus	pig
card	stream	sled
trail	shovel	honk
seek	frog	tall
storm	roof	swam
clams	west	this

Finding a smaller word within another word

Write on the blackboard: *fish, name, fishing, named*. Have children find each of the first two words in the known variant forms and read them. Use after page 249.

Playing the card game with compound words

Have the children play the card game with compound words described on page 133. New words to be added to the supply of cards previously prepared are: *dog, fish, cat, sea, shore, black, board*. Use after page 249.

INTERPRETATION OF MEANING**Interpreting phrases and sentences**

Have the children find in their readers the sentences below. Have them explain what the sentences mean. Use after page 253.

I pulled in fish after fish.

I tied up my boat.

I went deep sea fishing.

There was Fido with a parade of clams.

I had to make a deep hole for good old Fido.

Sensing relationships

Write on the blackboard the words below. Have the children read each line of words from left to right, and decide which word doesn't belong in the group. Ask different children to cross out the words that do not belong. Use after page 253.

north	south	east	behind
biscuit	paddles	bread	cookies
Fido	Blackie	Pal	Judy
clams	trail	road	street
name	table	chair	bed
sea	pond	lake	ground
chipmunk	woodchuck	shell	beaver

APPLICATION OF STUDY SKILLS**Using the table of contents**

Have the children find in the table of contents titles and numbers of all "made-up" stories in the reader. Write the titles and page numbers on the blackboard as the children suggest them. Use after page 249.

Use in connection with suggestion under RELATED EXPERIENCES.

APPRECIATION

Enjoying whimsical story incidents

Use after page 253. Have the children select the items about Fido which are characteristic of a dog, as: *caught the dog biscuit in his mouth; wagged his tail.* Through discussion, lead them to enjoy fully the whimsey of a fish's doing things that a dog might do.

Ask each child to make up a story in which he pretends that Fido did some other thing that a dog might do, as: burying bones, chewing shoes. He may then tell the story to the group.

INDEPENDENT WORK:

READ AND DO, pages 93-96.

Ask each child to write a list of the titles of the true stories which he likes best in the entire book. The table of contents should be used as a reference for this work. The resulting lists should be read, compared, and discussed during a language period.

The children may read supplementary stories, such as: "Zeb Goes Fishing," page 215, *We Grow Up*, The Macmillan Company, New York, 1939. "Treasures on the Beach," page 17, *Lost and Found*, D. C. Heath and Company, Boston, 1942.

RELATED EXPERIENCES

Have each child select his favorite "make-believe" story in the reader, and tell it to the class in his own words. The children may make their selections from the list of fanciful stories which were written on the blackboard in connection with the suggestion under APPLICATION OF STUDY SKILLS.

Let the children make a marine-life mural for a window in the school room. Have them draw gaily-colored fish on thin paper, and cut out sea plants from cellophane. Paste the fish and sea plants on the window glass, and finally paste blue cellophane over the entire pane of glass.

Suggested Story: "The Very Crafty Minnow," by Peggy Bacon, *The Lion Hearted Kitten and Other Stories*, The Macmillan Company, New York, 1936.

Suggested Poems: "Fish" and "Fish Song," by Margaret Wise Brown, *The Fish with the Deep Sea Smile*, E. P. Dutton and Company, Inc., New York, 1938.

Evaluation Chart

This chart provides a basis for evaluating reading growth at this level. It indicates the specific ways in which the child shows that he is learning to recognize words, interpret meanings, and apply study skills, and that he is growing in interest and appreciation.¹

WORD RECOGNITION

Recognizes varied forms of known words when they appear as compound words or parts of compound words.

Recognizes compound words made from known words.

Recognizes new words when they appear as the stems of familiar words ending in *ed*, *d*, *s*, or *ing*.

Recognizes new words when they appear as the variants of known words to which have been added *ed*, *d*, *s*, or *ing*.

Discriminates between the sound of *ed* as used in *played*, *wanted*.

Recognizes the contractions *I'll*, *don't*, *let's*, *didn't*.

Recognizes the appearance and sound of initial consonants (*b*, *c*, *d*, *f*, *g*, *h*, *k*, *l*, *m*, *n*, *p*, *r*, *s*, *t*, *w*), and final consonants (*d*, *f*, *g*, *k*, *l*, *m*, *n*, *p*, *r*, *s*, *t*).

Recognizes the sound of initial consonant blend *st*.

Recognizes the consonant speech sounds (*ch*, *sh*, *wh*, *th*).

Builds words by adding or substituting initial and final consonants, initial blends, and speech sounds.

Applies knowledge of initial and final consonants, consonant blends, and speech sounds in attacking new words in context. Combines phonetic clues with context and picture clues in recognizing new words.

INTERPRETATION OF MEANING

Discusses personal experiences that are related to story content.

Senses deeper story meanings.

Interprets stories set in varied backgrounds.

Interprets stories that describe change due to passage of time.

Makes simple inferences and reads deeper meanings into the text.

Compares reactions of characters in story situations with his own reactions under similar circumstances.

Interprets different meanings of the same word.

¹ Skills introduced during preceding levels are continued.

Interprets the same meaning for two different words.
Interprets different meanings for two words that are spelled differently but pronounced the same.
Recognizes relationships between words.
Interprets "class names" that represent a group of words.
Detects irrelevant words in word lists.
Selects words that have opposite meanings.
Selects words that have similar meanings.
Notes precise meanings of words.
Recognizes simple definitions of words and applies the definitions in fitting the words into sentences.
Discriminates between simple definitions of words according to the way the words are used in given sentences.
Recognizes the paragraph as a unit of thought.
Interprets stories through pantomime, dramatization, impersonation.
Evaluates his own and others' oral interpretation of stories according to standards set up by the class.

APPLICATION OF STUDY SKILLS

Reads informative selections related to science and social studies.
Finds specific parts in selections which give a definite type of information.
Locates factual material in terms of his own personal interests.
Makes use of the school and public libraries to locate factual material related to story content.
Reads informative selections to check accuracy of factual knowledge pertaining to certain animals, plants, objects.
Reads and follows accurately longer and more complex printed directions.
Selects and organizes words, parts of words, phrases, sentences, paragraphs, stories, in terms of specific purposes.
Selects items of information which may be classified under a precise heading.
Selects story passages which illustrate such story elements as humor, pathos, excitement.
Arranges and numbers given sentences in order of occurrence in a story.
Selects a paragraph from a story in terms of its importance.

Organizes speeches of characters in terms of characteristics, as *the funniest*.

Evaluates the accuracy of his own and others' illustrations of story incidents by reference to the printed description.

Verifies the accuracy of his own and others' ideas gained from reading by rereading the story or part of the story under consideration.

Increases his facility in locating pages by number.

Increases in ability to use table of contents to find names of stories, page numbers, titles of groups of stories.

Uses table of contents to locate stories that may be classified according to a common theme.

Quickly locates a given type of information in response to questions and directions.

Has increasing contacts with informative and reference materials.

Learns to read simple picture maps of the type included in the Second Reader.

Draws picture maps which show the relative locations of specific objects, and which indicate the route traveled by characters in a story.

APPRECIATION

Reads widely from books on library table for pleasure and to satisfy his curiosity.

Makes increasing use of books borrowed from the school and public libraries.

Appreciates and enjoys elements of humor, pathos, whimsey, etc.

Becomes more appreciative of sound words, color words, and rhythm through participation in teacher-guided discussion.

Discusses and learns to generalize certain character traits depicted in story personalities, as *industry, courtesy, kindness, courage*.

Senses changing moods of a character within a story.

Enjoys descriptive passages and characterizations through dramatization, pantomime, and impersonations.

Discriminates independently between fanciful and realistic stories.

Enjoys different versions of an old tale.

Appreciates relationship between story episodes and his own personal experiences.

Enjoys poems and stories read by the teacher.

Participates in class composition of poems related to content of reader.

Enjoys well-written and authentic informative selections read by the teacher.

Becomes acquainted with sources of information which the teacher uses in reading or showing pictures to the class.

Discusses interesting informative selections in the Second Reader that are related to science and social studies.

Enjoys discussion of his own personal experiences that are related to selections in the Second Reader.

Refers to books on the library table to find stories and pictures related to his own special interests in factual material.

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In New Places



SILVER BURDETT COMPANY
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SEMESTER EDITION

Learning to Read

A BASIC READING PROGRAM

BY

NILA BANTON SMITH, Professor of Education
University of Southern California

IN NEW PLACES

Illustrations by

Marion Wilcox, Mary Amy Orpen
Connie Moran, Corinne Malvern
and Jean Busby

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A Pet for the Parade

"Janet! Janet!" said Susan.
"Just look at Fuzzy!
She is all ready for the pet parade.
Don't you like her blue ribbon?"



"Yes, I do," said Janet.

"Fuzzy looks beautiful."

"And here is Perky," said Bill.

"He is all ready for the parade, too.

I want him to stay here in the yard.

See! I have tied him up."

"I want to be in the parade,"
said Teddy. "I want to march."

"But you have no pet," said Janet.

"I'll get you a pet," said Susan.

"My Aunt Alice has two white ducks.

She calls them Judy and Jumbo.

She will let you take one of them.

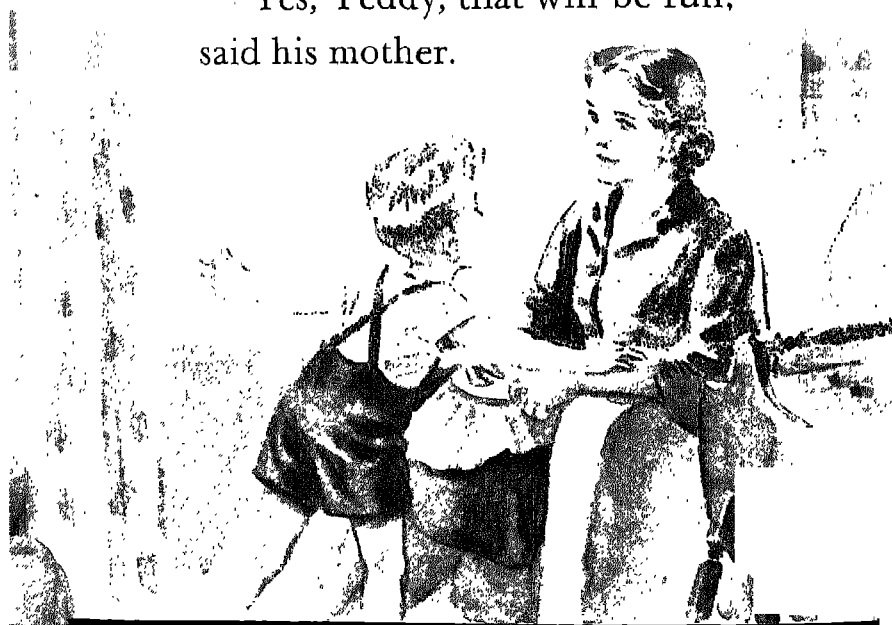
Let us go and get it now."

Teddy ran to tell his mother.

"May I get the duck?" he asked.

"Then I can march in the parade."

"Yes, Teddy, that will be fun,"
said his mother.





Away went Teddy and Susan
to Aunt Alice's farm.

"Please, Aunt Alice," said Susan.
"May Teddy have one of your ducks?
He wants to march in the pet parade."

Aunt Alice laughed.
"Yes," she said. "Judy will make
a good pet for Teddy.
She is not so big as Jumbo,
and Teddy can hold on to her.
Run and get her, Susan."

The children ran into the back yard.
There they found Judy.



"Come here, Judy," called Susan.

"You are going to march in a parade."

"Quack, quack, quack!" said Judy,
and away she went.

"You naughty duck!" cried Susan.

"Don't you want to march with Teddy?"

"Quack, quack, quack!" said Judy,
and away she went again.

"I shall have to come and catch you,"
said Susan, and she ran after Judy.

"I'll help you catch her," said Teddy,
and he ran after Judy, too.

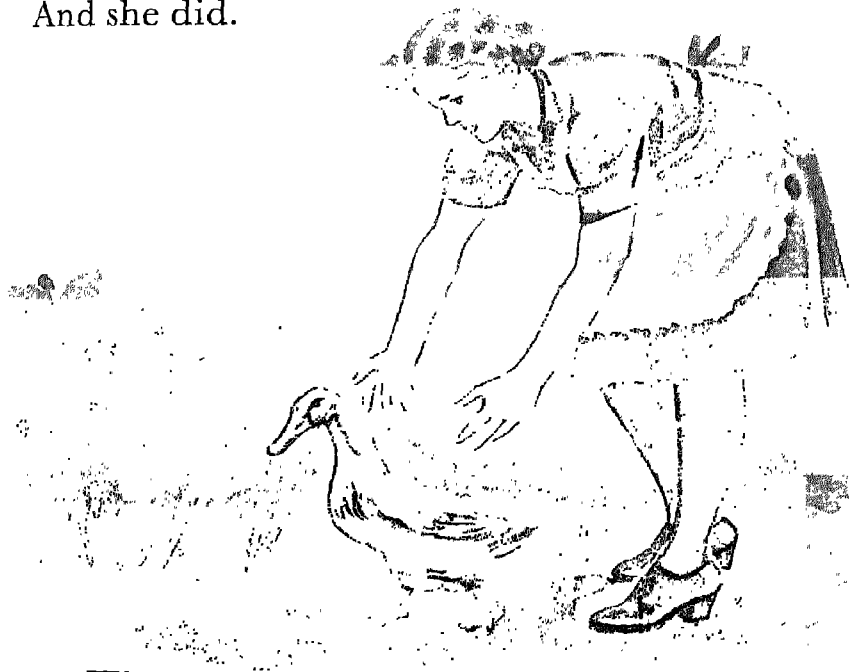
Again and again the children
ran after the duck.

Again and again she ran away.

Up and down the yard they went.
Round and round the house they went.

Judy was fat and Judy was slow,
but the children could not catch her.

By and by Aunt Alice came out.
"Just keep away, children," she said.
"I can catch Judy."
And she did.



"Now I must make a little harness for Judy," said Aunt Alice.

"I don't want her to get away."

Aunt Alice made a harness and put it on Judy.

Then she tied a string to the harness.

"Take hold of this string," she said, "and don't let Judy get away.

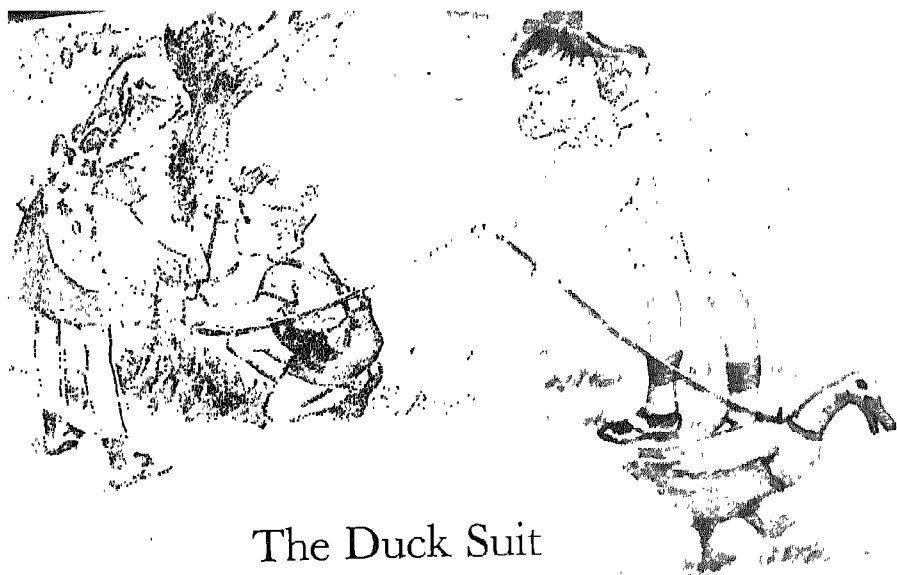
Take good care of her, Teddy."

"I will," said Teddy. "Good-by."

"Good-by, Aunt Alice," said Susan.

"Come and see our parade."





The Duck Suit

Teddy tied Judy to a tree in his yard.
Janet and Susan helped him.

"Judy will be happy here,"
said Susan. "She can eat the grass."

Then Teddy ran to find his mother.

"We got Judy," he said.

"Now I can march in the parade."

"Would you like to dress up?"
asked his mother.

"I have made a suit for you.
Let me help you put it on."

Mother had made a little duck suit.
It was white and yellow
with a funny little tail.

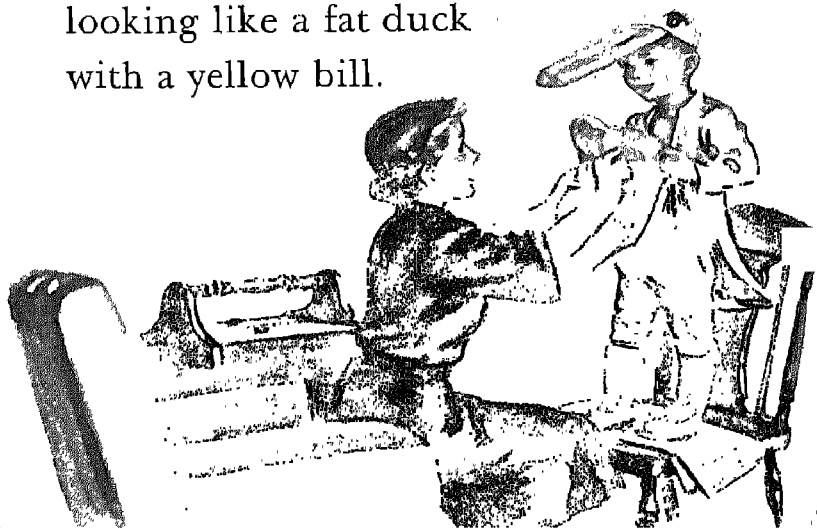
There was a white cap, too.
The cap had a yellow bill
like a duck's bill.

Teddy put on the duck cap.

Mother helped him put on the suit.
Then she put something under the suit
to make Teddy look fat.

She made the tail stick out
just like a duck's tail.

And there was Teddy
looking like a fat duck
with a yellow bill.





Teddy ran over to Bill's house.

"Look at me!" he called.

"I am a duck! I am a duck!"

"You do look like a duck," said Bill.

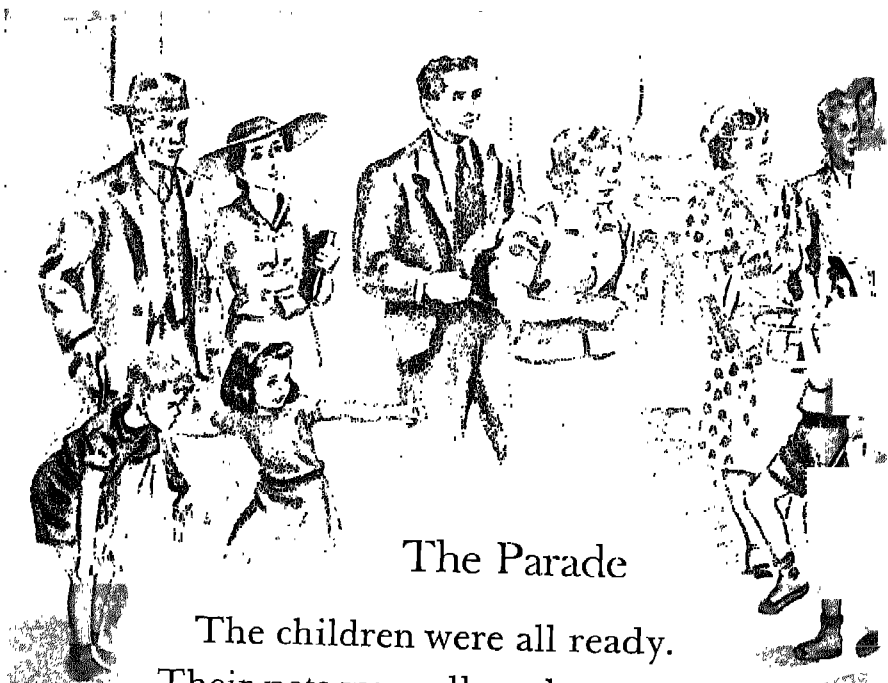
"You look just like Judy.

Can you march like Judy, too?"

"Oh, yes! Look at me!" said Teddy.

Up and down, up and down he went,
in his duck suit.

Bill and Susan laughed and laughed
at Teddy.



The Parade

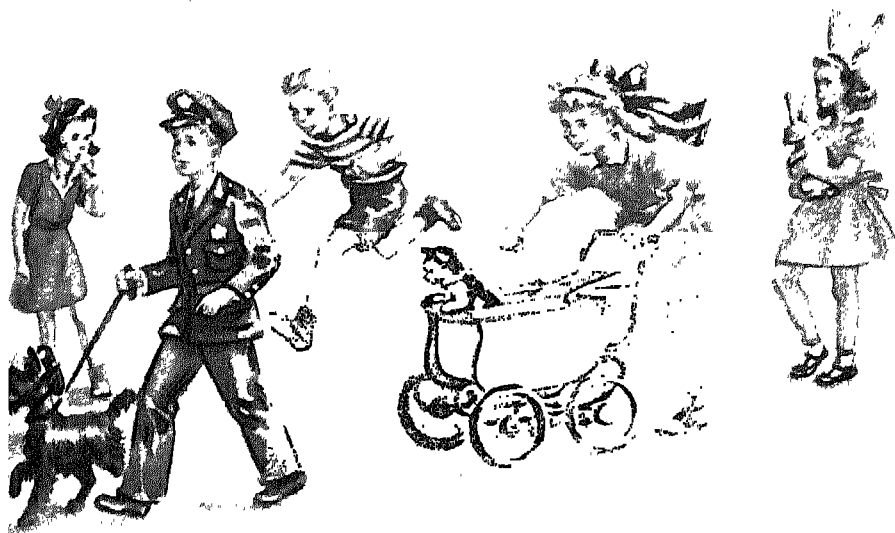
The children were all ready.
Their pets were all ready.
It was time for the parade.

Other boys and girls had come
to see the parade.

Some fathers and mothers had come.
Aunt Alice and Uncle Jim had come, too.
And Grandfather was there.

Soon they heard a boom, boom, boom,
and a toot, toot, toot.

"Here comes the parade!" they cried.



Yes, there it was!

There were two children with a drum
and a horn.

They played for the others to march.

Then came Bill in a funny suit.

He looked just like a policeman.

He walked like a policeman, too.

And there was Perky,
looking very funny in a policeman's hat.

After them came Fuzzy and Susan.

Fuzzy still had her blue ribbon.



One by one the other children came
with their pets.

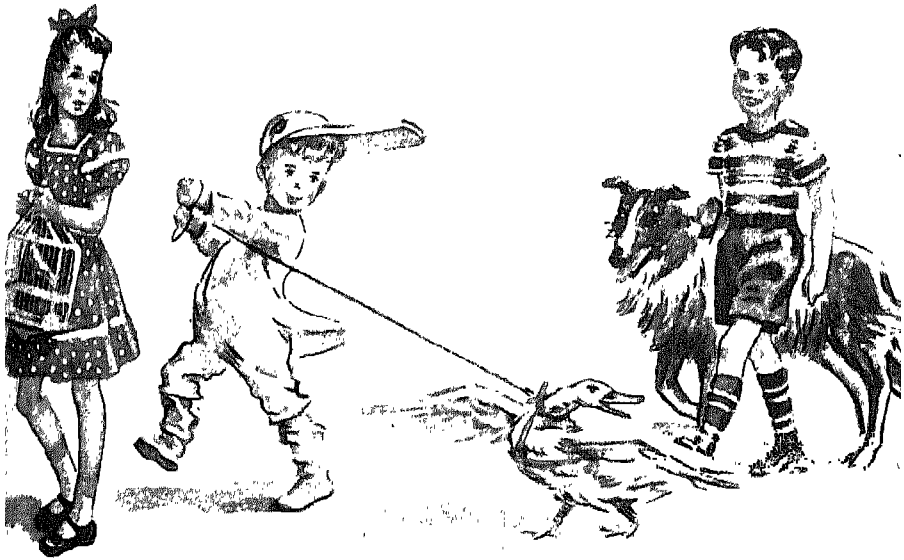
Some had dogs, some had cats,
and some had rabbits.

There was a big boy with a donkey,
a little donkey with long ears.

This boy had a suit like a clown's.

There was a big girl on a pony
and a very little girl with a pet hen.

Every one of the children wanted
his pet to get a prize.



“Where is Teddy?” asked Grandfather.

“I don’t see Janet and Teddy.”

“Here they are,” said Teddy’s mother.

“I see Janet with Dickie in his cage.

And here comes Teddy with Judy.”

Teddy looked very funny
in his duck suit.

The boys and girls laughed.

The fathers and mothers laughed, too.

“Look at Teddy!” they all cried.

“Teddy must get a prize.”

Teddy thought it was fun to march,
but Judy did not like it.

She pulled and pulled on the string
that was tied to her harness.

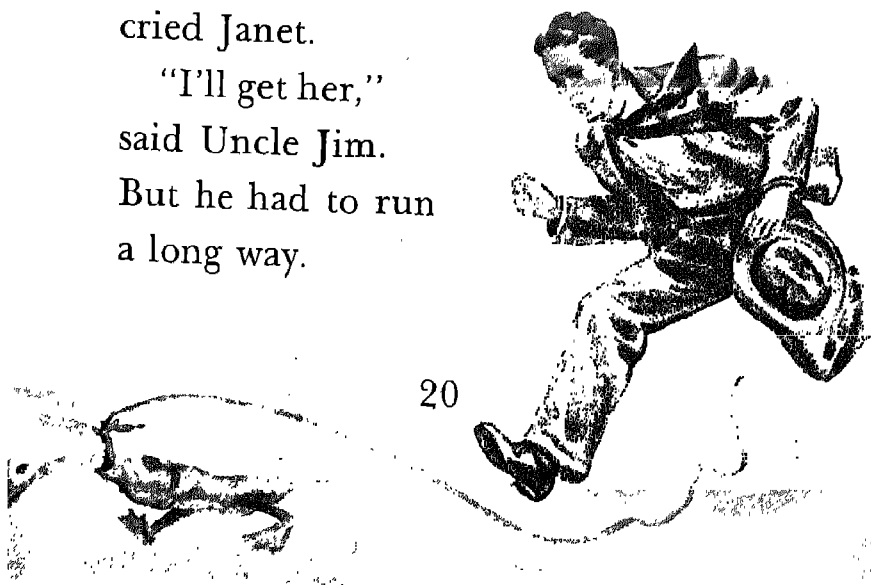
"Look out, Teddy," called a boy.
"Don't let your duck get away."

All at once Judy pulled the string
out of Teddy's hand.

Away she went as fast as she could go.
She ran and she flew to get away
from the parade.

"Catch her! Catch her!"
cried Janet.

"I'll get her,"
said Uncle Jim.
But he had to run
a long way.



Teddy had lost his pet,
but he did not care.

It was fun to march in the parade.
On and on he went.

There were prizes for the children
in the parade.

There were cakes and lemonade.

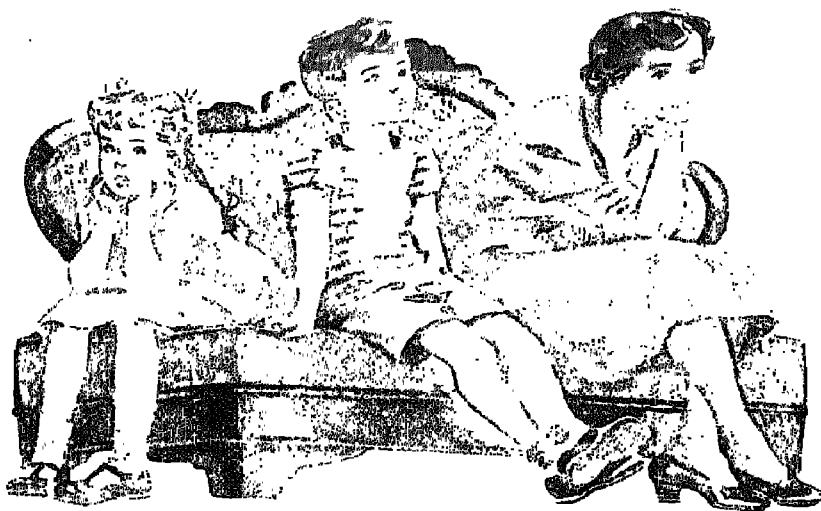
Teddy got a prize for his duck suit.
It was a big red balloon.

Teddy had cake and lemonade, too.
He was very happy.

Uncle Jim took Judy home with him.
She went off to find Jumbo.

Judy did not have a prize,
but she did not care.
She was happy to be home again.





Money for the Red Cross

"Mother," said Bill one day,
"Susan and I want to make some money."

"Yes," said Susan. "We want to make
some money for the Red Cross.

All the other children at school
are going to work for the Red Cross.
What can we do?"

"Let me see," said Mother.

"What can you do?"

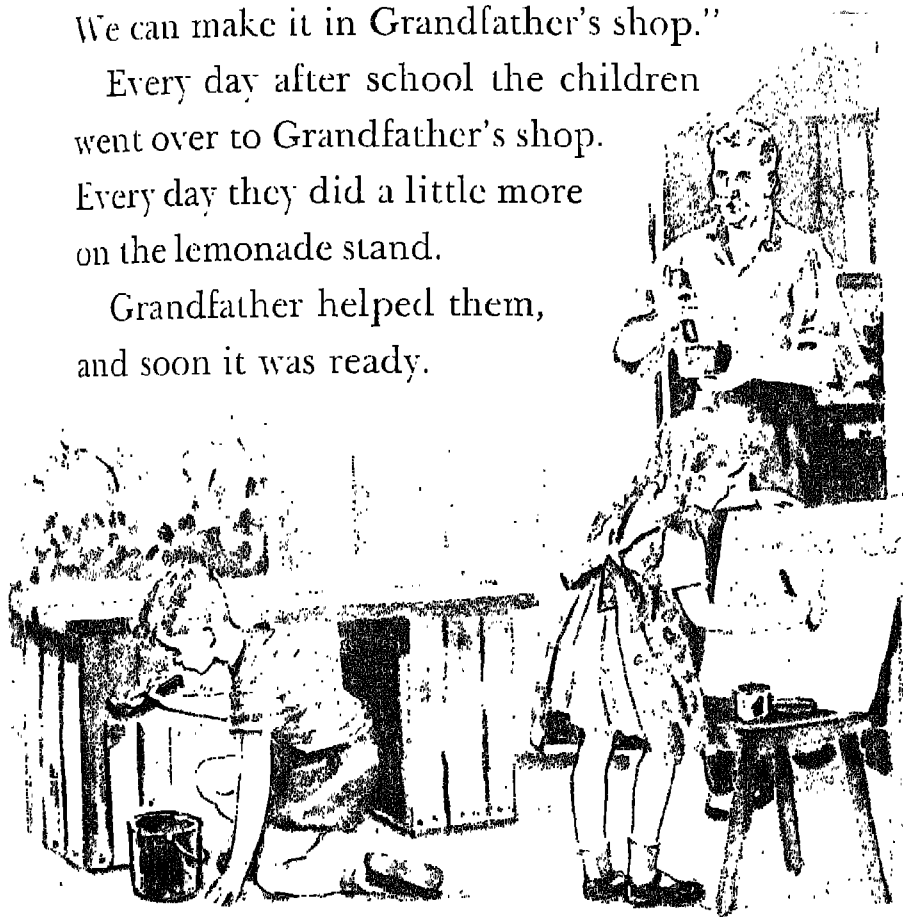
They all sat down and thought.

By and by Mother said, "Would you like to have a lemonade sale?
I will help make the lemonade,
but you will have to make a stand.
Can you do that?"

"Oh, yes," said Bill. "We can make it.
We can make it in Grandfather's shop."

Every day after school the children went over to Grandfather's shop.
Every day they did a little more on the lemonade stand.

Grandfather helped them,
and soon it was ready.



The day of the sale was very warm.
“Just the day for lemonade,” said Daddy.
“Make it good and cold.”

“Yes, we will,” said Susan.

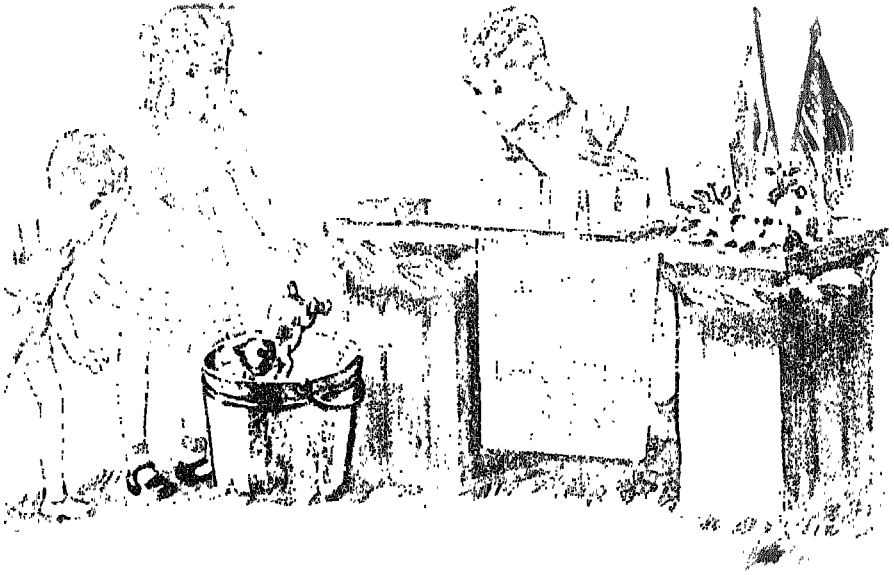
There was no school, and the children
had all morning to get ready.

Susan picked some flowers.
She put them on the stand.
Bill put some flags on the stand.

Mother made a big pail of lemonade.
It was very cold.

Soon Mrs. Gray came by
and wanted some lemonade.
She gave the children ten cents.

Then Grandfather came to the stand.
“My! My! This is a warm day!” he said.
“I want some good cold lemonade.
Here is the money and a little more.
I like to help the Red Cross.”



“Here comes Teddy!” cried Bill.
“And here comes his new little dog.
Get it out of the way! Quick!”

Susan picked up the little dog.
“You must go home,” she said.
“We don’t want a little dog here.”

But the dog wanted to play,
and it was too quick for Susan.
It jumped out of her arms, and **SPLASH!**
Down it went into the lemonade!

“Oh! Oh!” cried Bill and Susan.

Bill got the little dog out of the pail,
and Teddy went home with it.

Bill took the lemonade away.

“No one will want it now,” he said.

Susan sat down and cried.

“Come, Susan,” said Grandfather.

“We can make some more lemonade.”

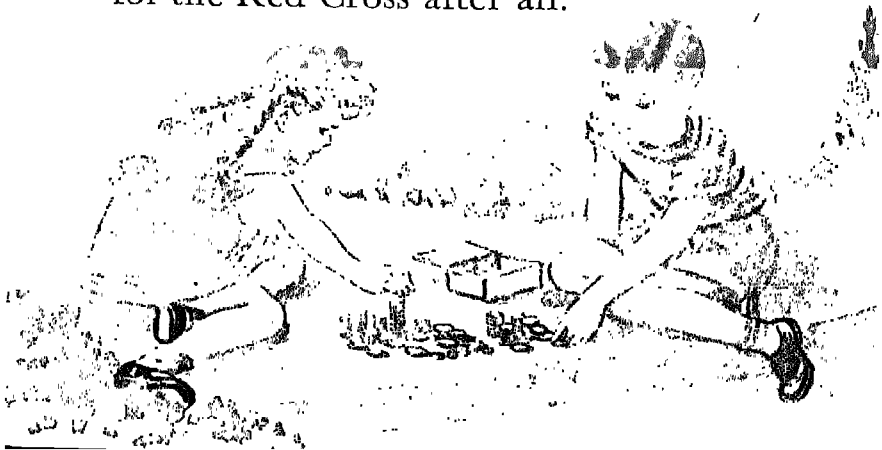
Soon Grandfather and Susan came back
with a pail of lemonade.

Every one that came to the stand
said it was good.

Some gave the children five cents.

Some gave them more.

And the lemonade sale did make money
for the Red Cross after all.





You Never Can Tell

Susan and Bill had new umbrellas.
Bill's umbrella was green
and Susan's was red.

Every morning Susan would look
at her new umbrella.
She would say, "It is just beautiful.
Now I want it to rain and rain."

Every morning Susan would look out
of the window and say, "Will it rain?"

But day after day went by,
and it did not rain.

One day Bill was all ready to go
to a party.

It was a party just for boys,
so Susan could not go.

Susan saw Bill in his best suit.
She said, "Mother, may I dress up, too?
May I go to call on Mrs. Gray?"

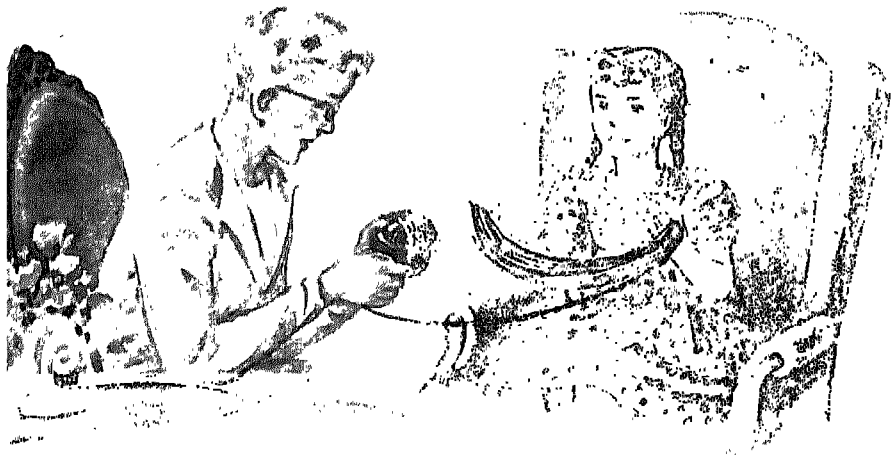
"Yes, you may go," said Mother.

Susan put on her best dress.
She took her new red umbrella.

"Why do you take an umbrella?"
asked Bill. "It is not going to rain."

"You never can tell," said Susan.





Mrs. Gray was happy to see Susan.
She liked Susan's dress, and said so.

Susan sat down in a big chair
and made a long call on Mrs. Gray.
She helped Mrs. Gray with her work.

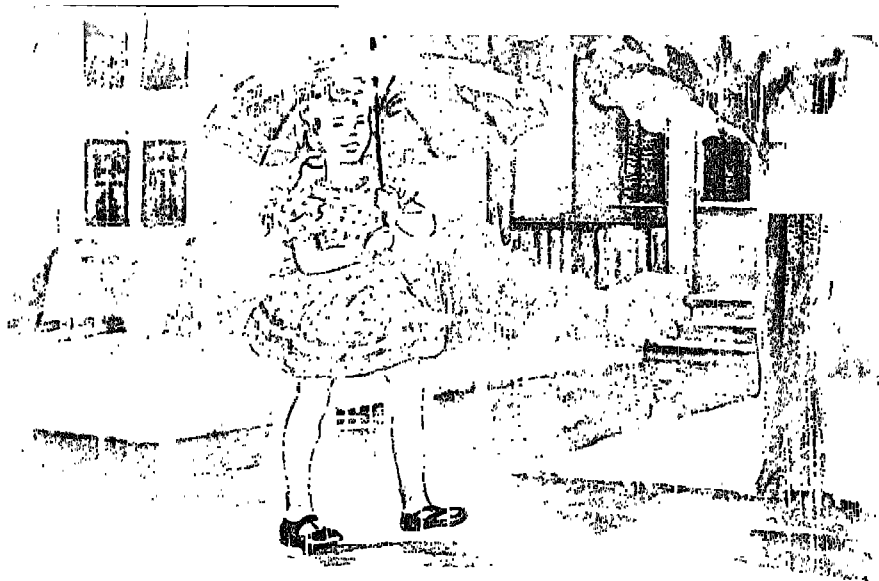
By and by Susan said, "I must go now."

Just then Mr. Gray came home.
"Hello, Susan," he said.

"I saw your umbrella as I came in.
You may want it
on your way home.

It is going to rain very soon."

"Oh, good!" said Susan.



Just as Susan went out of the door,
down came the rain.

Down, down it came.

It fell on Mrs. Gray's steps.

It fell on Mrs. Gray's garden.

It fell on the beautiful red umbrella
all the way home.

And Susan, a very happy Susan,
was under that umbrella.

"You never can tell," she said.

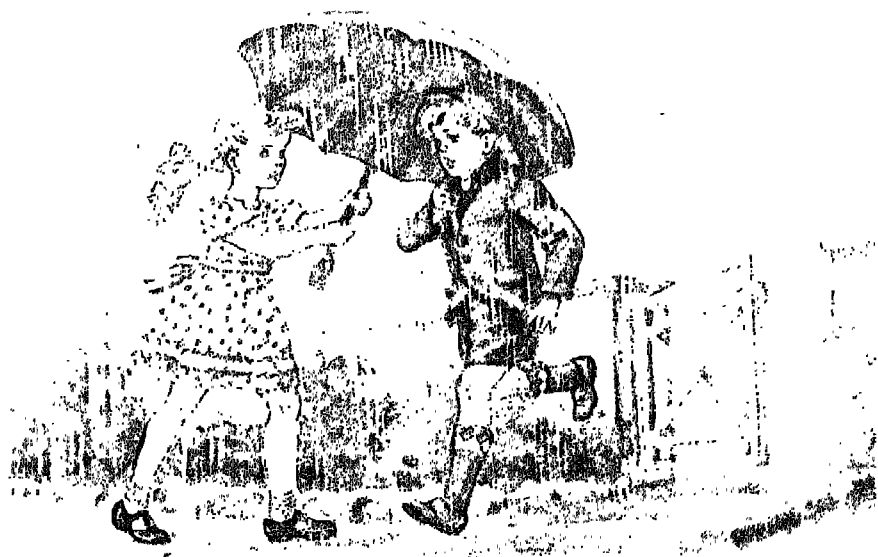
"You never can tell."

Susan saw Mother at the door.
"It did rain," said Susan,
"and I had my umbrella.
Bill did not take his.
He will have to come home in the rain."

"He may get a ride home in a car,"
said Mother.

"Then I'll stand by the window
and look out for him," said Susan.

"I'll run out to the car
with his new green umbrella.
He will want it now."





The Yellow Cheese

Teddy wanted Janet to tell a story.
This is Janet's story.

"My! Oh, my!" said Mother Mouse.
"I must get some."

"Get some what?" asked Little Mouse.

"Cheese," said her mother.

"Good yellow cheese.

But I can not stop to get it now.

I must make my bed
and mend my sleeve."



"Where is the cheese?"
asked Little Mouse.

"Down at Mr. Mouse's store,"
said her mother.

"Mrs. White Mouse saw it there.
She saw it there this morning.

It was a big yellow cheese up on a shelf,
a cheese as big as a cake."

"I will go to the store,"
said Little Mouse.

"Give me the money and I will go."



Mother Mouse put a penny
in Little Mouse's blue pocket.

She said, "Run to the store
as fast as you can.

Find Mr. Mouse and say —

"I have a penny
in my blue pocket.

Please give me a little
of the big yellow cheese,
the cheese as big as a cake."

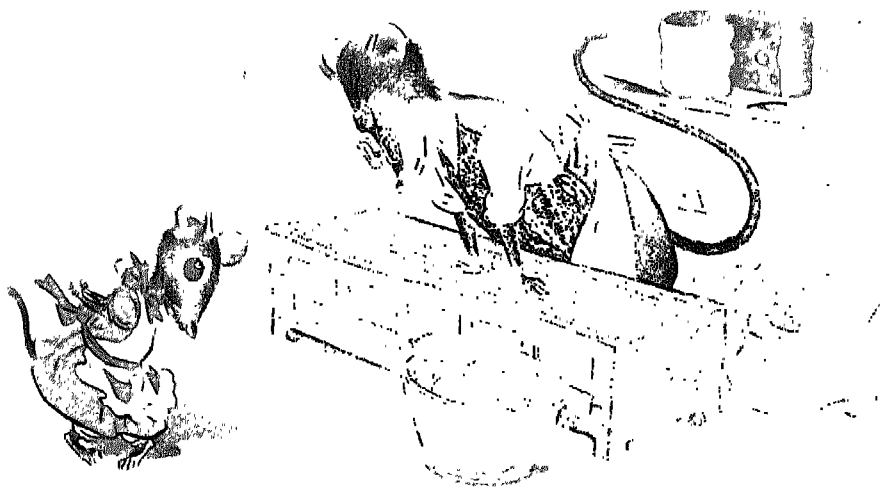
"Yes, Mother," said Little Mouse.

"I will say it just as you did."

Little Mouse ran and ran and ran.
She came to Mr. Mouse's store,
and this is what she said —

“Please give me a little
of your big blue cake,
the cake as big as my pocket.”

Mr. Mouse looked very cross.
“Blue cake! Blue cake!” he said.
“I have no blue cake.
Go home, Little Mouse.
Go home to your mother.”



“Oh, no, no!” cried Little Mouse.
“Please, please, Mr. Mouse.
I have a blue penny,
as blue as my pocket.”

“A blue penny!” said Mr. Mouse.
“A blue penny is no good.”

Little Mouse sat down on the floor
and cried.

Then Mr. Mouse took something
from his top shelf.
It was yellow.
It was as big as a cake.

“Do you like cheese?” he asked.

Little Mouse said, “Oh, yes! Cheese!
That is just what I want,
a little of the big yellow cheese,
the cheese as big as a cake.
And I have a penny
in my blue pocket.”

Mr. Mouse laughed and laughed
at Little Mouse.

He cut the big yellow cheese
and gave some to Little Mouse.

Little Mouse gave him her penny.

"Come again," said Mr. Mouse.

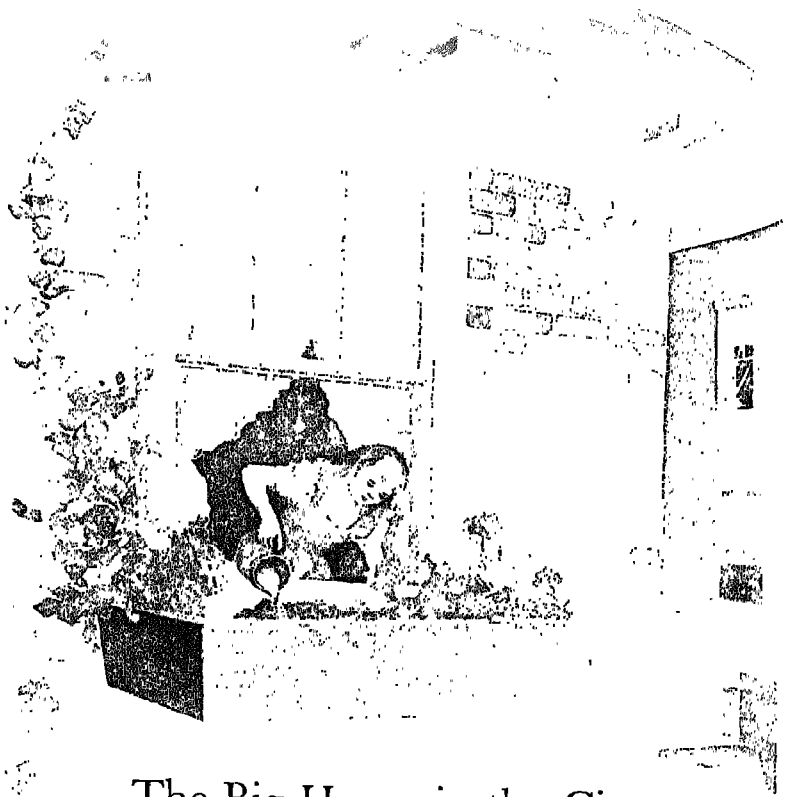
"I will," said Little Mouse.

And off she ran
with the yellow cheese
in her blue pocket.









The Big House in the City

Katie is a little girl with blue eyes
and red hair.

She lives with her father and mother
in a big house in a city.

They live on the top floor of the house.

Jimmie is a boy with brown hair
and brown eyes.

Jimmie and his father and mother live
in the big house, too.

They have the floor under Katie's floor.

Peter has blue eyes and yellow hair.

His home is on the ground floor
of the big house in the city.



Katie has a long walk to get to the street.
She must go down some steps
to Jimmie's floor and walk by his door.

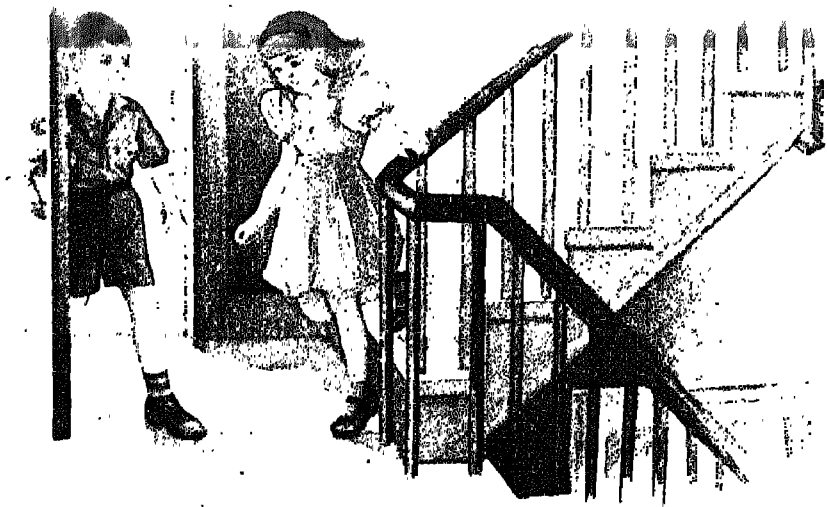
Katie must go down more steps
to Peter's floor and walk by his door.

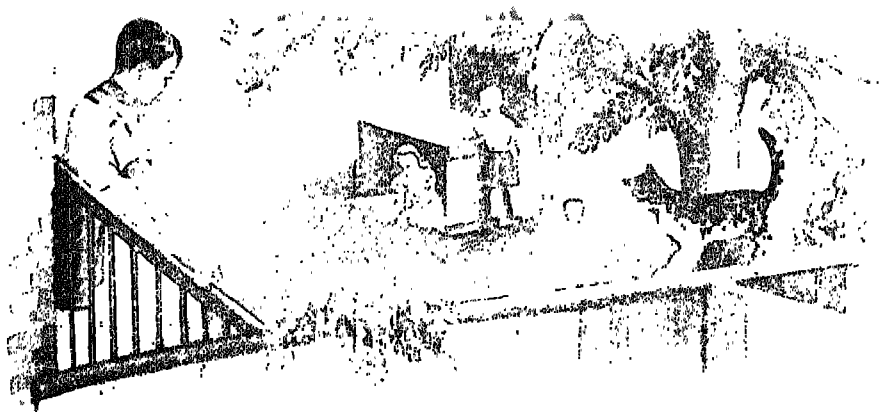
Then she can go out of a big door
to the street.

Jimmie and Peter go to the street
by that door, too.

One of the boys has no steps to go down.
He can get to the street
just by going out of the big door.

Is it Jimmie? Is it Peter? Can you tell?





The Big Box in the Little Yard

"Jimmie! Jimmie! Come out and play with us," called Peter.

Katie and Peter were in the little yard back of their house.

There was a little tree in the yard.
There was a little pile of sand, too.

And there was a box.
But it was a big box.
It was so big that the three children
could all get into it at once.

Jimmie came out of the house
and got into the box with Peter and Katie.

Peter said, "I have thought of a game.
I will tell you about it.

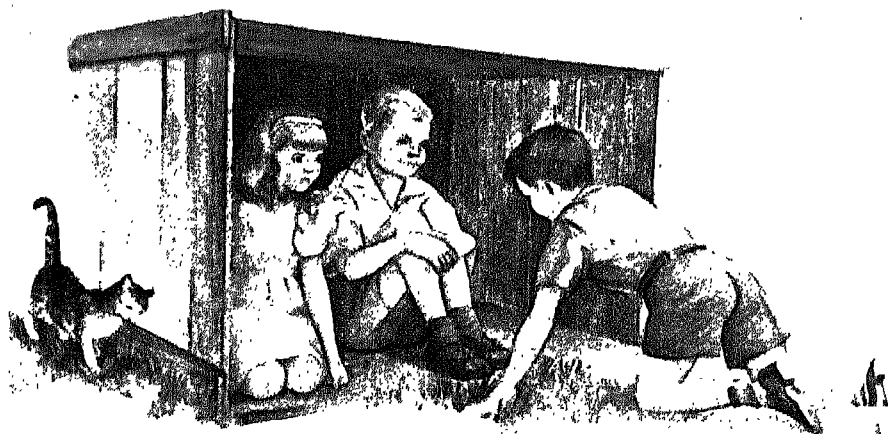
Two of us will stay in the box
and hide our eyes.

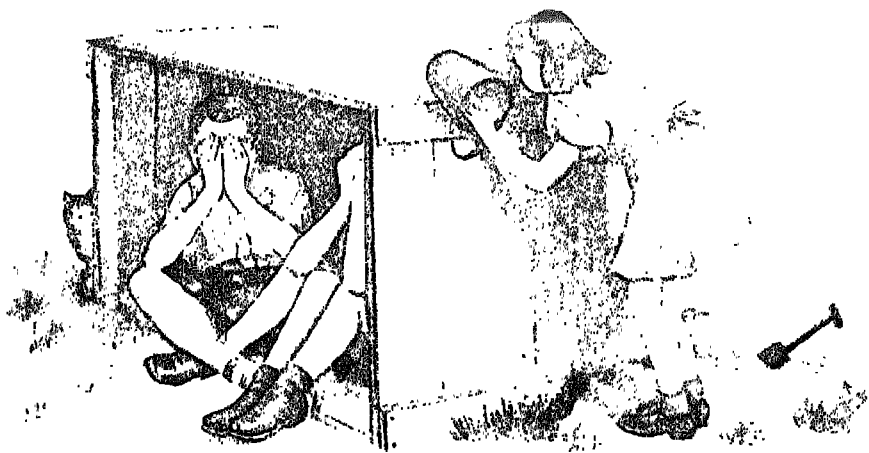
The other will go and look for something.
He must not tell what he has found."

"And the two in the box must guess
what it is," said Katie.

"Let him put the thing he finds
on top of the box," said Jimmie.

"Then the others can not see what it is,
and they will have to guess."





Katie was IT. The boys sat in the box and put their hands over their eyes.

Katie found a little red pail in the sand. She put it on the box.

"Ready!" she called. The boys took their hands away from their eyes.

"It is red," said Katie.

"Your hair?" asked Peter.

"No," laughed Katie. "It is round."

The boys thought. Then Jimmie said, "It is the pail from the sand."

"Yes, it is the pail," said Katie.

Now Katie and Peter
had to hide their eyes.
Jimmie found a stone under the tree
and put it on top of the box.

"Ready!" he called. "It is round."

"The pail?" asked Peter.

"No," said Jimmie, "guess again."

"Some sand?" asked Katie.

"No," laughed Jimmie.

"I know," cried Peter. "A stone."

"Yes, it is a stone," said Jimmie.

"Now I am IT," said Peter.

Peter looked and looked for something
to put on the box.

He looked in the sand and under the tree.

Just then he saw his mother
at the back door of the house.

"I can not put Mother on the box,"
he thought.



Mother gave Peter three little cakes.
She took care not to make a noise.
Peter put the cakes on top of the box.

"Ready!" he called. "I have found
three things that are yellow."

Jimmie and Katie could not think
of three yellow things.

"They are sweet," said Peter.

The children thought and thought.
They could not think of three sweet things.

"You can eat them," laughed Peter.

But Katie and Jimmie could not guess
what Peter had found.

"Do you give up?" asked Peter.

"Yes, we give up," said the others.

Then they opened their eyes
and got out of the box. What a surprise!

You can guess what the children did
with the three little cakes!

After they ate the cakes,
Katie put the pail back in the sand pile.
Jimmie put the stone back under the tree.

But Peter could not put back
what he had found.

You know why.





What Katie Heard

"Katie," called her mother.

"Would you like to go to the store for me?
I want you to get some bread for dinner."

"Oh, yes, Mother," said Katie.

She put her blue cap on her red hair
and ran down the steps.

She opened the house door and went out.

Big buses were going up the street.
They made a big noise.

But Katie did not think about them.
Buses were going up and down the street
all the time.

Big trucks were going up the street.
They made a big noise, too.

But Katie did not think about them.
Big trucks were going up and down
the street all the time.

Katie went into the store.
She got the bread her mother wanted.

Then she walked back down the street.

The buses and trucks were still going
up and down.

But Katie did not look at them.
She heard them all the time.

Just then there was a little noise.
It was not like the big noises
made by the buses and trucks.

Peck, peck, peck it went.

"What made that noise?" thought Katie.

She looked all about her.

On the street was a beautiful big bird.

The bird was walking down the street,
looking for its dinner.

As Katie looked, she heard the noise again.

Peck, peck, peck it went.

"So it was the bird that made the noise,"
she thought.

Katie ran after the bird.

She did not look where she was going.
Bang! Down she fell on her nose!

Away went her cap
and away went the bread from the store.

Away went the bird, too.

Up, up, up it flew, over the houses.



Katie jumped up.

"I'll never see that bird again," she said.

She picked up her cap and the bread and went home.

She gave her mother the bread.

Katie could still hear the noises from the city street.

But she did not think about them.

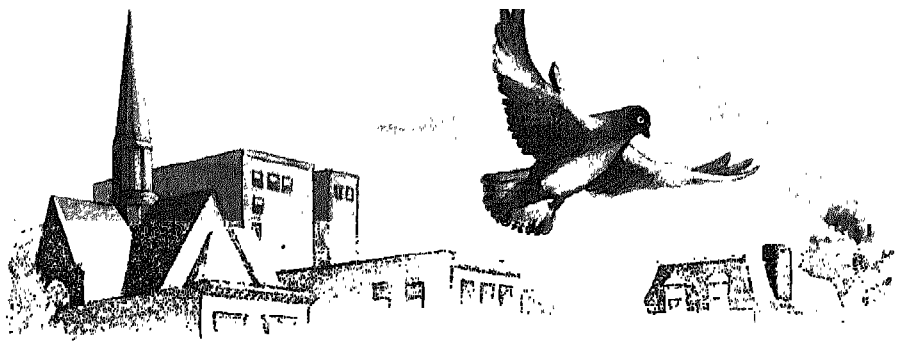
All at once she heard a little noise.

Peck, peck, peck!

"Oh!" she cried. "That sounds like the noise the bird made. Where is it?"

She ran to the window.





"Here is the bird again, Mother!"
she called. "Come quick and see it!"

"Oh, what a beautiful bird!"
said her mother.

The bird sat and looked at Katie.

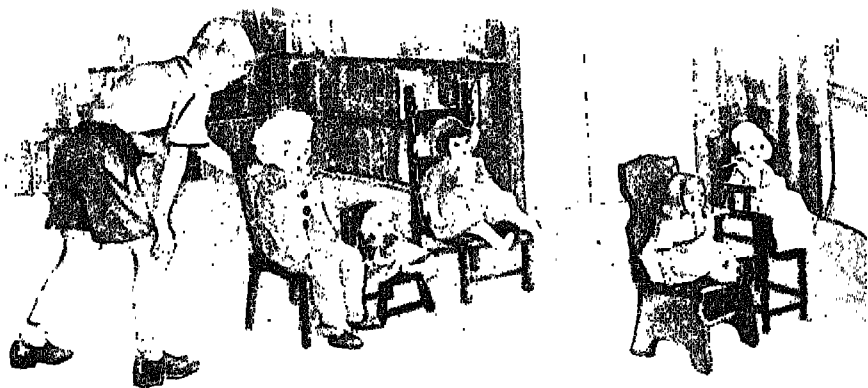
"Hello," said Katie. "Are you hungry?
I'll get you something to eat."

She ran to get some bread.
She put it where the bird could get it.

Peck, peck it went, as it ate the bread.
Then it flew away.

"I may see that bird again," said Katie.
"It looked like a bird
that would come back some day."

Do you think it did?



A School for Dolls .

“Rain, rain, rain. That is all I can see,”
thought Katie.

Just then Jimmie and Peter came
to the door. They wanted to play.

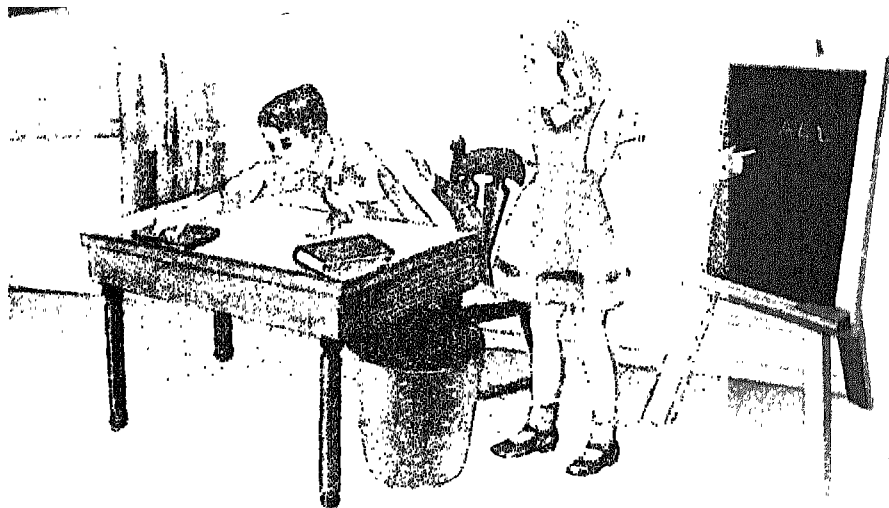
“Let us play school,” said Katie.

The two boys helped Katie
put up her blackboard.

Katie’s dolls were the school children.

Katie had five dolls. One was a boy doll.
One was a baby doll in a long dress,
and one could go to sleep.

There was a doll with hair like Katie’s.
And there was an old, old doll.



Katie put her five dolls
on five little chairs.

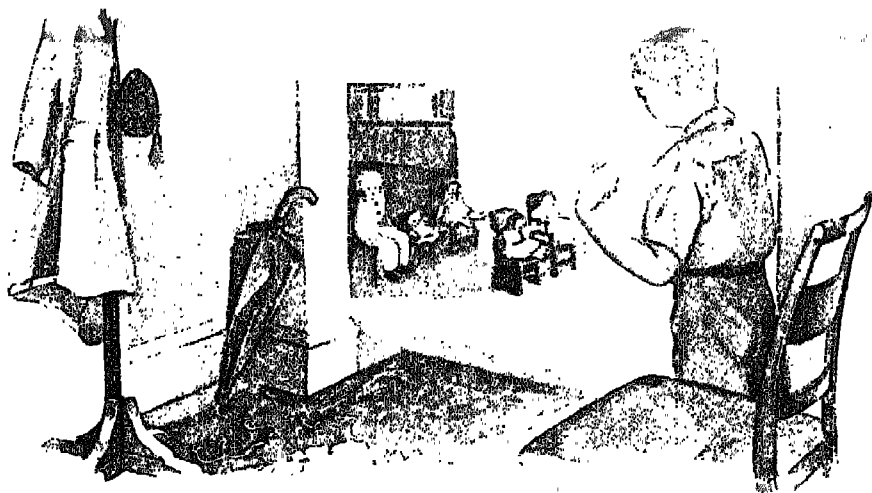
They looked just like children in school.

Katie put a word on the blackboard.
The word was ALL.

"Now, children," she said,
"tell me a word that sounds like ALL."

The dolls did not say a thing.
They just sat and looked.

"Peter and I will help you," said Jimmie.
"Look," he said to the dolls.
He held a little, round thing in his hand.



The dolls looked.

They did not say a thing.

"I know," said Katie.

She put BALL on the blackboard.

"Now tell me a word
that sounds like BALL," she said.

The dolls could not.

So Peter went out of the room.

"Look where I am," he called.

Again the dolls did not say a thing.

"I have it," Katie said,
and she put HALL on the blackboard.

"Now tell me a word
that sounds like HALL," said Katie.

The dolls could not, so Peter came back
into the room.

He held his head away up.

"Look at me," he said to the dolls.

They looked, but said not a word.

Then Peter held his hands over his head.

But the dolls were very still.

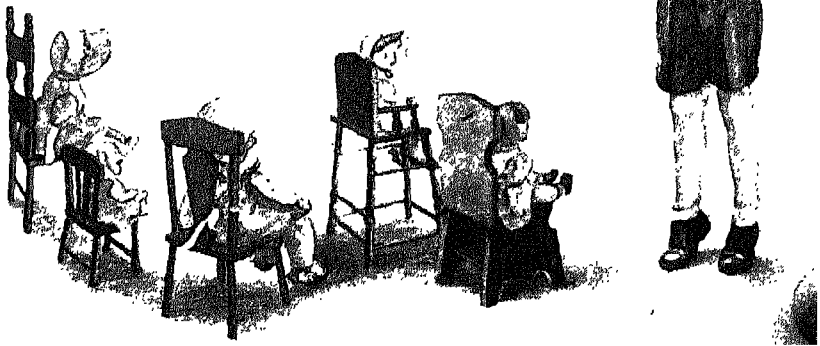
And Katie could not guess the word.

Then Peter jumped up in the air.

Down he came with a bang!

Down fell the boy doll
and the baby doll, bang, bang!

Down fell the other three dolls,
bang, bang, bang!



"Oh, my!" said Peter. "I was standing up TALL but they could not guess that word.

"I put my hands over my head.
I jumped up as tall as a man,
and down went the dolls."

"They must go to school some more,"
said Jimmie. "They did not guess a word."

"The dolls did guess a word! They did!"
cried Katie. "The word was FALL."

The boys laughed.
But no one wanted to think of more words,
for the rain was over.

They all went out to play.





The Beautiful, Singing Sound

“What is that funny sound, Mother?”
asked Jimmie. “Do you hear it?”

Jimmie and his father and mother
were eating their breakfast.

The sound came from the street.

It went like this — Be - na - no.

“Yes, I hear it,” said his mother.
But she went on eating her egg,
and so Jimmie went on eating his egg, too.

Soon he heard a beautiful,
singing sound.

Be^{na}no

“What a beautiful, singing sound that is,” said Jimmie to his father.

“Yes, it is a beautiful, singing sound,” said his father.

He went on eating his breakfast, and so Jimmie went on eating his breakfast, too.

Soon Jimmie heard a big, loud sound.

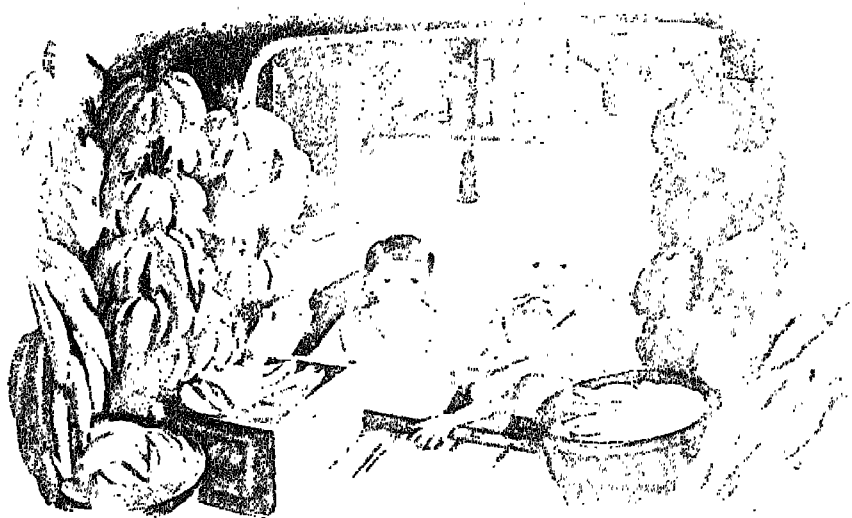
BE/NA\NO

“My!” said Jimmie. “What a funny, loud, beautiful, singing sound! I think I’ll see what it is.”

He ran down the steps.
Just as he got to Peter’s door,
Peter came out.

“I heard a very funny sound just now,” said Peter.

“So did I,” said Jimmie.
“Let us go and find out what it is.”



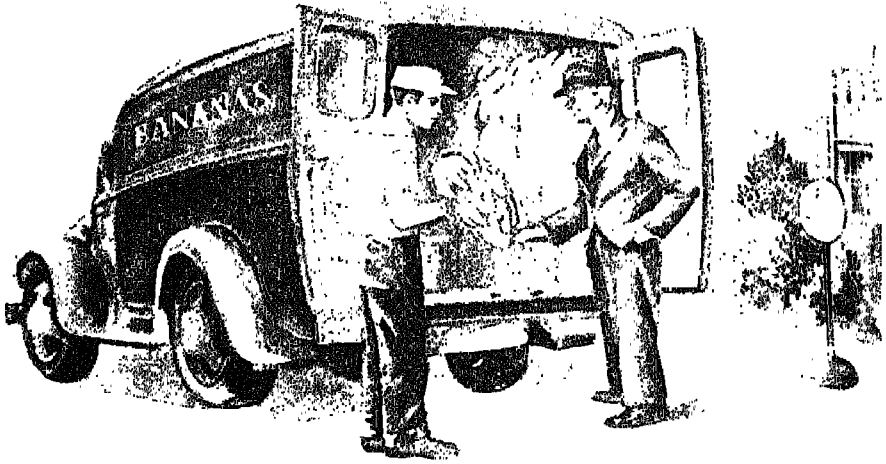
The boys ran out of the house.
They saw a big truck standing in the street.
There were two men on the truck.

Jimmie and Peter ran over to the truck.
What do you think they saw?
Bananas! Big, yellow bananas!

"Now I know what the sound was,"
said Jimmie.

"The men were saying 'Bananas!'
They called, 'Be-na-no.' "

"Don't they look good!" said Peter.



A girl came over to the truck.

“How much are the bananas?” she asked.

Just then a bus went down the street.

It made a big noise.

“What did the man say?” Peter asked.

Jimmie did not know.

A man came over to the truck.

“How much are the bananas?” he asked.

Just then a truck with a big trailer went down the street.

It made a big noise.

“What did he say?” Jimmie asked.



Peter did not know.

Peter's mother came out of the house.

"How much are the bananas?" she asked.

Just then an airplane went
over their heads. Z-z-z-z!

The boys did not hear what the man said.

But they saw what Peter's mother did.
She took five cents out of her pocketbook
and gave the money to the man.

The man gave her two yellow bananas.

"Now I know what the man was saying,"
said Jimmie.

"You can get two bananas for five cents."

"It will not take you so long to find out what to do with the bananas," laughed Peter's mother.

She gave one to Jimmie and the other to Peter.

As they were eating the bananas Jimmie said, "I like that funny, loud, beautiful, singing sound."

"So do I," said Peter. "I want the banana men to make that sound every morning on the street by our house."







Caps for Sale

"Caps for sale! Caps for sale!"
called the peddler, as he went up the street.

What a funny looking peddler he was,
for all his caps were on top of his head!

He had to walk very straight and tall
so that his caps would not fall off.

On his head he had his old brown cap.

On top of that there were blue caps.

Then there were yellow caps.

Then there were green ones.

On the very top he had red caps.

Up and down the street he went,
walking very straight.

"Caps for sale! Caps for sale!" he called.

But no one came with money for a cap.
So the peddler had no money for dinner.

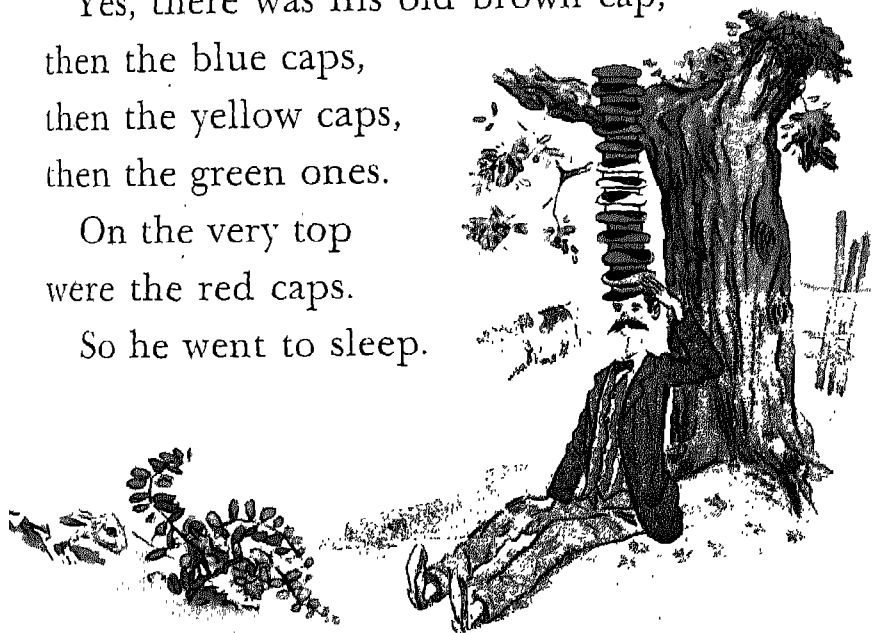
He walked out of the city
and sat down under a tree.

He put his hand to his head
to see that his caps were all there.

Yes, there was his old brown cap,
then the blue caps,
then the yellow caps,
then the green ones.

On the very top
were the red caps.

So he went to sleep.



The peddler had a long sleep.

After his sleep he was ready to go on.
He put his hand up to his head
to see that his caps were straight.

All he found was his old brown cap!

Not one of the blue and yellow
and green and red caps was on his head.

Where could they all be?

The peddler looked under the tree.

He looked back of the tree. No caps.

He looked in the branches of the tree.
And what do you think he saw?





On every branch sat a monkey.
And on every monkey there was a cap.

Some monkeys had blue caps
and some had yellow ones.
Some had green caps
and some had red ones.

The peddler was angry.
He said, "You monkeys, you!
You give me back my caps!"

The monkeys did not give back the caps.
All they did was say, "Tsz, tsz, tsz!"

That made the peddler more angry.
He shook his finger
and called, "You monkeys, you!
You give me back my caps!"

But the monkeys just shook their fingers
back at him and said, "Tsz, tsz, tsz!"

The peddler was still more angry.
He shook his hand at them
and cried, "You monkeys, you!
You give me back my caps!"

But the monkeys just shook
their hands back at him
and said, "Tsz, tsz, tsz!"

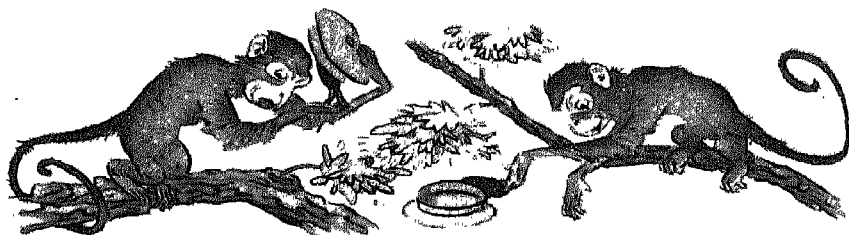




Then the peddler was very angry.
He shook his two hands at them
and said, "You monkeys, you!
You give me back my caps!"

But the monkeys just shook
their two hands back at the peddler
and said, "Tsz, tsz, tsz!"

Now the peddler was very, very angry.
He was so angry that he did not know
what he was doing.



He pulled off his old brown cap
and threw it on the ground.

He cried, "You monkeys, you!
You give me back my caps!"

And every monkey pulled off his cap
and threw it on the ground.

All the blue caps and all the yellow caps,
all the green caps and all the red caps
came down on the ground.

The peddler picked up his caps
and put them on his head.

Then he went back into the city, calling,
"Caps for sale! Caps for sale!"





The Fox That Traveled

Once there was an old fox
that traveled all over the world.

He went about with a bag on his back.
In this bag he put things he found.

One day the fox sat down under a tree.
All at once he heard a bee.

The bee stung the fox on the nose.
The fox was so angry
that he jumped up and caught the bee.

He put the bee into the bag.
Then he put the bag on his back,
and he traveled.



The fox saw a house and went up to it.
A woman came to the door.

The fox said, "I am going to Squintum's.
May I leave my bag with you?"

The woman said, "Yes."

So the fox put the bag on the floor.

"Don't open the bag," he said, and went on.

The woman looked at the bag.

She thought, "Now, what can that fox
have in his bag? I am going to look in it.
The fox will never know."



The woman opened the bag
and the bee flew out.

Her rooster caught it and ate it.

The fox came back and took up his bag.
He could tell that the bee was not there.

"Where is my bee?" he asked.

"Oh," said the woman, "I opened
the bag to take just one look.
Your bee flew out and my rooster ate it."

"Then I must have your rooster,"
said the fox.

He caught the rooster.

Then he put it in the bag, and he traveled.

The fox came to another house.
Again he said, "I am going to Squintum's.
May I leave my bag with you?"

"Yes," said the woman.

So the fox put his bag on the floor.
"Don't open the bag," he said, and went on.

The woman thought,
"Now, what can that fox have in his bag?
I am going to look in it."

The woman opened the bag
and the rooster flew out.
Her pig drove it over the fields and away.

The fox came back and took up his bag.
He could tell that the rooster was not there.

"Where is my rooster?" he asked.

"Oh," said the woman, "I opened
the bag to take just one look.

The rooster flew out and my pig
drove it over the fields and away."

"Then I must have your pig,"
said the fox. He caught the pig.
Then he put it in the bag, and he traveled.

The fox came to another house.
"I am going to Squintum's," he said.
"May I leave my bag with you?"

The woman said, "Yes."
So the fox put the bag on the floor.
"Don't open the bag," he said, and went on.

The woman opened the bag
and out jumped the pig.

Her little boy drove it away with a stick.



When the fox came back, he could tell that his pig was not there.

"Oh," said the woman, "I opened the bag to take just one look. But your pig got out and my little boy drove it away."

"Then I must have your little boy," said the fox.

He put the boy into the bag and ran off. The woman could not catch him.

He traveled on to another house.

"I am going to Squintum's," he said.

"May I leave my bag with you?"

The woman said, "Yes."

The fox put the bag down and went on.

The woman was going to make cookies. She could not stop to look in the bag.

When her little boy asked for a cookie, the boy in the bag heard him.

"I am hungry, too," he called.

"What!" cried the woman.

"Is there a boy in that bag?"

She helped the little boy out of the bag.
She gave him some cookies, too.

Then his mother came and took him home.

The woman put a dog into the bag.
When the fox came back,
he picked up his bag, and he traveled.

Soon he sat down and opened his bag.
Out jumped the dog
and drove the fox away.

And that old fox never came back.









David and Sue

David and Sue have fun playing together
on their farm. Sometimes children
from other farms come to play with them.

On the farm there are fields
where they can have picnics.

There are apple trees and nut trees.

There is a pond where they can swim.

And there is Blackie!

All the farm animals are pets,
but Blackie is the best pet of all.

Sometimes the children hide in the barn
and let Blackie find them.

He can play ball, too. He likes to run
and get the ball. And he likes to jump
in the pond and swim after sticks.

But when the children go to school,
Blackie can not go with them.

David and Sue ride to school in a big bus.

Blackie knows when it is time
for David and Sue to get home.

When the bus stops, there he is,
ready to play.



The children do not play all the time.
They help their father and mother.

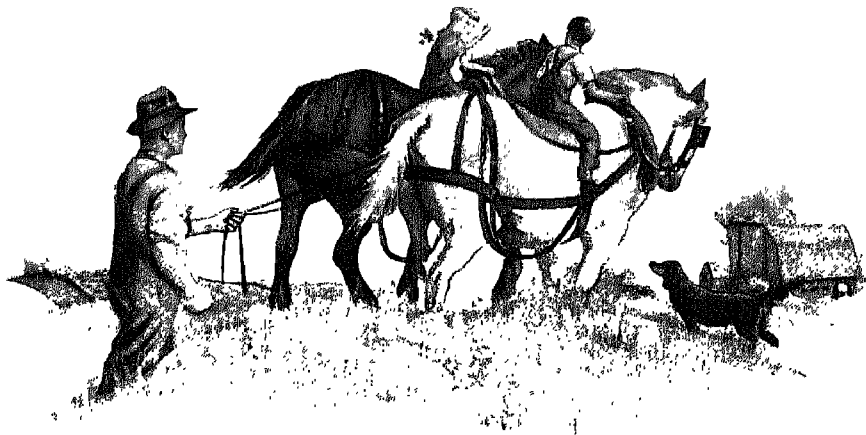
David likes horses. He helps
feed and water Old Jim and Soldier.

Sue helps feed the chickens. She gets
the big white eggs from the hen houses.

Every day after school,
David and Blackie go for the cows.
They all walk back to the barn together.

Sometimes the children go to the fields
where Father is working.
When it is time for dinner,
they ride back on the horses.

Farm children work and play every day.





A Cat for the Barn

David and Sue wanted one more animal on the farm. Horses and cows and chickens and a dog were not enough.

"We need a cat," they said.

Father looked at Mother and Mother looked at Father.

"Why do we need a cat?" they asked.

"There are mice in the barn. That is why we must have a cat," said Sue.

"Then we do need a cat," said Father.
"We must get a barn cat somewhere."

When you don't want a cat,
someone always has a cat to give away.

But when you do want a cat,
you can not always get one.

That is the way it was this time.

David and Sue asked
the children at school about a cat.
Father asked the men on other farms.

No one had a cat to give away.
All the cats were wanted,
for there were mice in other barns.

But one day Father drove into the yard
and called to the children. "Come out
and see what I have for you."

Sue and David ran out to the car.

"Did you get a barn cat?" they asked.

Father took something out of the car.
It was a little black and white cat
with green eyes.



"This is the best I could do," he said.

"It is not a big cat and it can not catch the mice in the barn. But it will be a big cat some day."

Sue took the little cat up in her arms. She liked it as soon as she saw it.

"We will have to look out," said David. "The mice may catch the cat."

After the little cat had its dinner, Sue put it to bed in the barn.

It was night. The little cat
was in the big, dark barn.

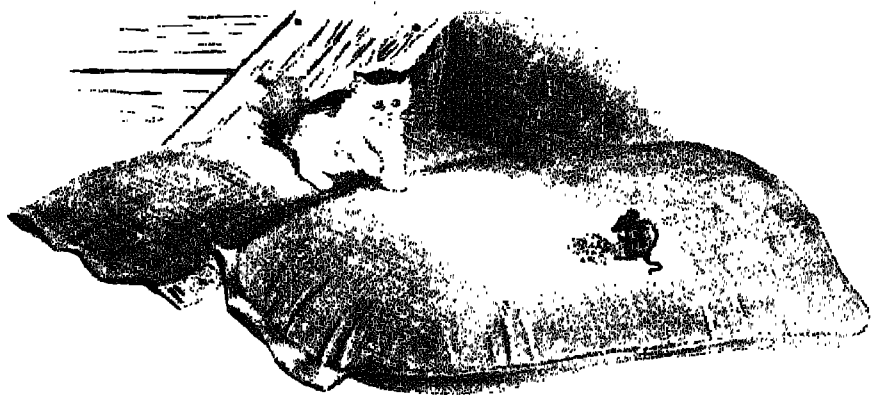
All the big animals were sleeping.
But the little cat was not sleeping.
Her green eyes were open.

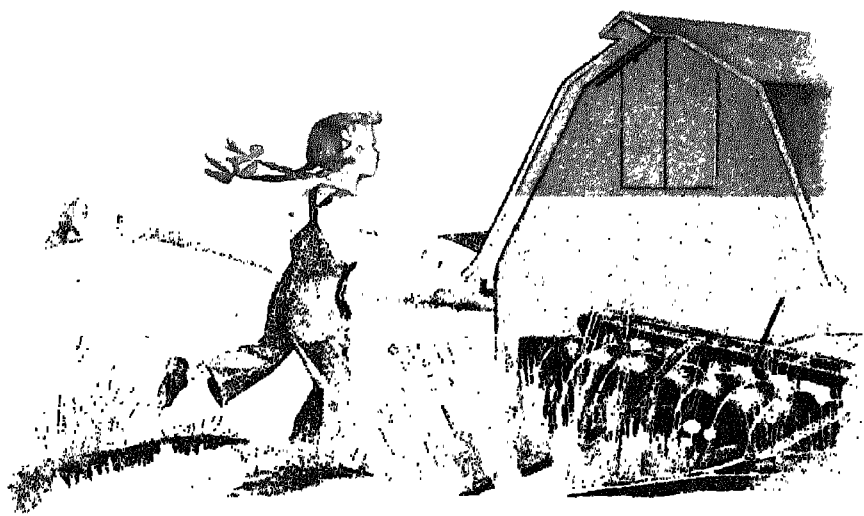
The mice in the barn were not sleeping.
They ran about on little feet.

The little cat saw the mice.
She jumped at them, just the way
her cat mother had jumped.

But the mice ran away.
They were too quick for the little cat.

The cat did not want to go to sleep.
She went out into the night.





A Cat for the House

In the morning David went out to the barn to help Father milk the cows.

Sue ran out to the barn, too.

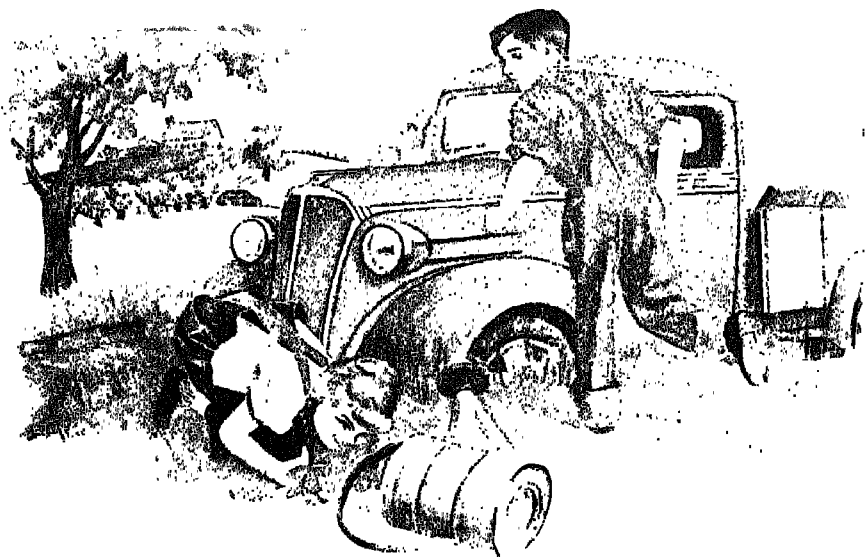
"Has my little cat caught any mice?" she thought.

But she could not find the little cat.

"Oh, where is she?" cried Sue.

"Did the mice catch her, David? Did they?"

"Oh, no, Sue," said David. "I said that just in fun. Mice don't catch cats. I'll help you look for her."



David climbed up to the hayloft.
No cat was there. Sue walked in and out
of the barn, calling. No little cat came.

Sue looked in the sprinkling can.
David looked in the truck.

Sue looked in the chicken yard.
David looked in the garden.

They called, but no little cat came.

Mother was calling, too.

"Breakfast is ready," she said.

Sue went back to the house.

But Sue did not go in to breakfast.
For when she came near the house,
she heard, "Mew! Mew! Mew!"

"David! Come here, quick!" called Sue.
"The cat is on top of the house."

David ran back from the garden.

Mother came out of the house.

Father came from the barn
with a milk pail in his hand.

They all looked up at the top
of the house.





But the little cat was not there.
She was in a tall tree near the house.

She was up in the top branches,
and she could not get down.

“Mew! Mew!” she cried.

Father got a ladder. He held the ladder
while David climbed up into the tree
and got the little cat.

Sue ran to the house to get
some warm milk. She gave the milk
to the hungry cat.

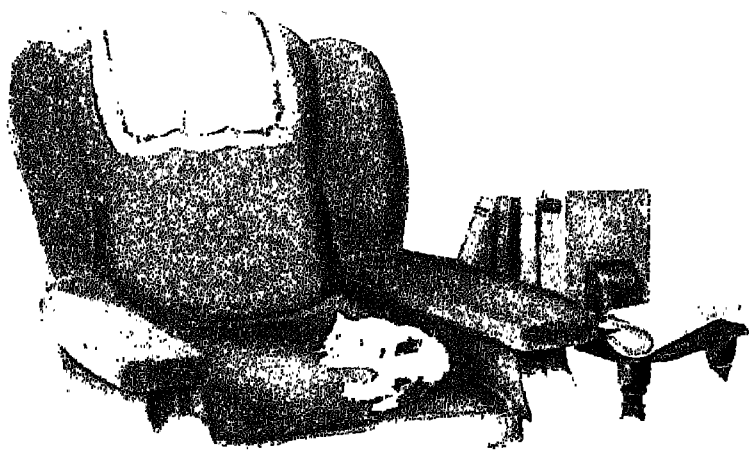
Mother thought, "This cat is very little, but the children like it."

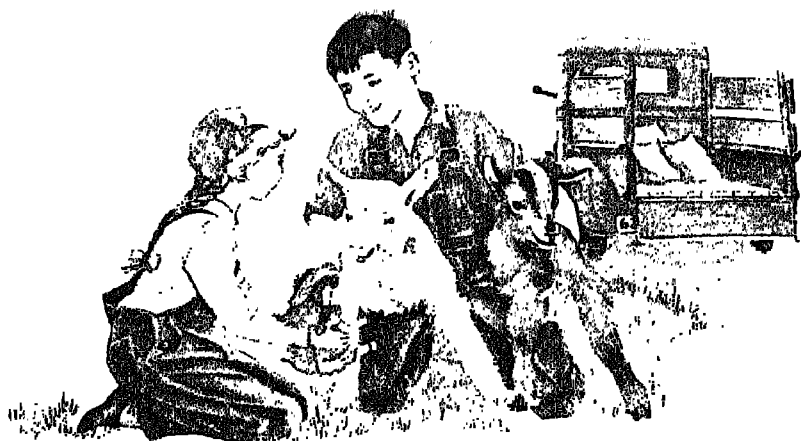
Then she said, "This cat is too little to catch any mice. It is too little to stay in the barn. Shall we keep it for a house cat?"

"Oh, yes, please," cried Sue.

So they all went in to eat their breakfast. They were very happy.

The house cat had had her breakfast, and so she went to sleep in Father's chair.





The Runaway Goats

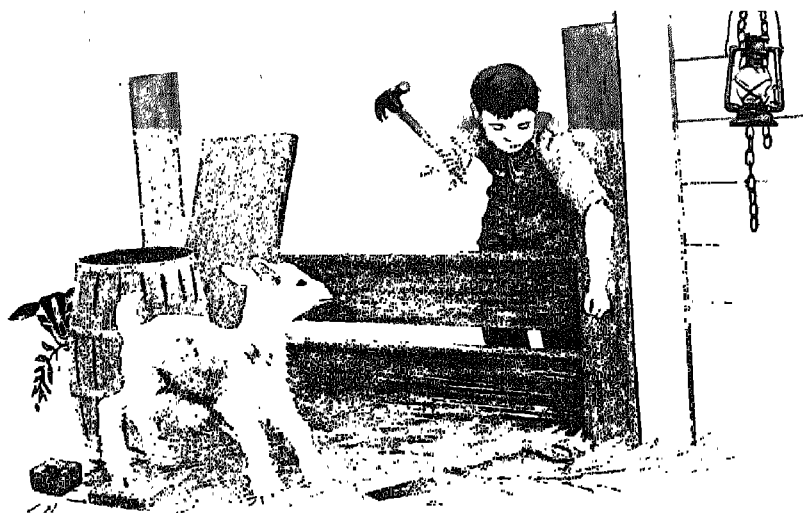
“Hello, David!” called Mr. Brown, as he drove into the yard. “Come and see what I have for you.”

Mr. Brown lived on a farm down the road. He had some animals that David’s father did not have.

David ran to Mr. Brown’s truck to see what was there.

Out jumped two little goats!

“Are they for me?” asked David. “Goats will be fun. May I keep them, Daddy?”



"Yes, the goats will be fun, but you will have to take care of them, David. I can not do it," said his father.

"Oh, I'll take good care of them," said David. "I'll make a pen for them in the barn, and they can play around in the pasture."

David did take good care of the goats. Every morning he ran out to feed them and give them water.

Then he took them out to the pasture.



How the little goats did run and jump!

The cows in the pasture did not run and jump. But the goats were never still.

Soon the goats came to be real pets. They liked to be with the children.

When David went to the pasture, he would call to the goats. Then they would come as fast as they could.

One day David and Sue were going with Father to Mr. Brown's farm.

Father took the old car, for he wanted to get some bags of sand.

"Let us take the goats with us," said Sue.
"They will like to see their old home."

Father was not very happy to have the goats in the car. But he let them jump in and stand up in the back.

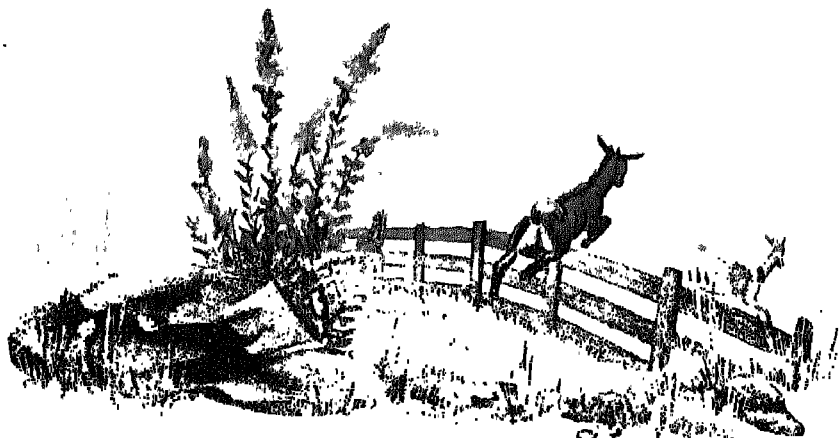
The goats looked out at the road and were very good.

So, now and then, Father would let the children take the goats in the car.

David would call to the goats, and they would run and jump in.

But the goats never wanted to get out. David always had to push them out.





The goats grew very fast.

After a while Father said to David,
“Your goats are too big now to ride with us.
I am not going to take them again.”

But the goats did have one more ride.

One morning David went to the pasture
to play with the goats. They ran
and jumped around as they always did.

All at once one goat jumped
over the fence. Then the other goat
jumped over it.

Away they went down the road.
The goats had run away!

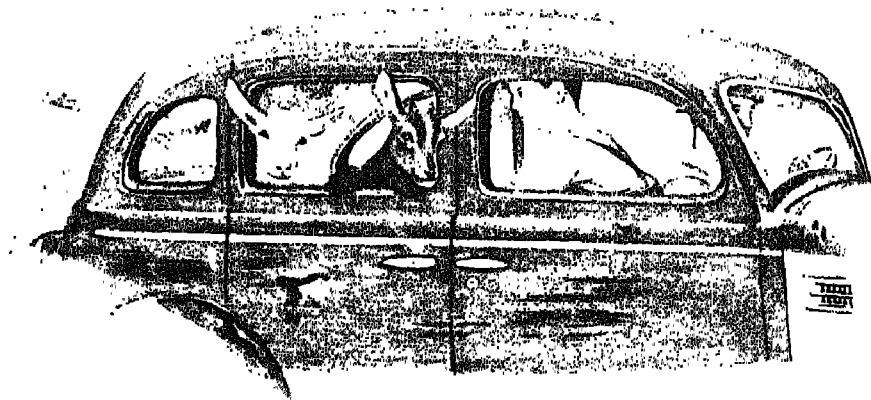
David called and called. The goats would not stop. He ran after them, but he could not catch up with them.

On and on they went. So David ran on and on, too. The goats would have to stop some time.

David heard, "Honk, honk!" There was Father in the car.

"I heard that the goats had run away," said Father, as David got in. "We will soon catch them."





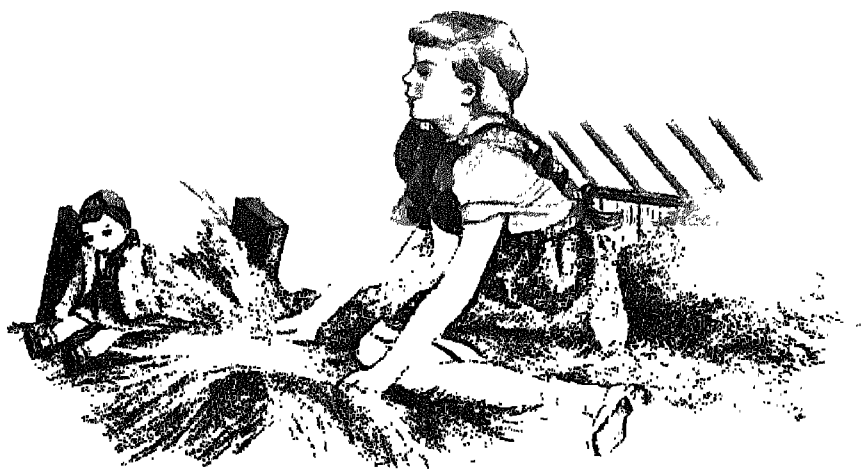
Father and David caught up with the goats. They were not going fast now.

When they heard the car, they stopped.

Father opened the door of the car. David called. The goats jumped in, and Father drove home.

“Daddy, what shall we do about the goats?” asked David. “We can not let them jump over fences every day.”

“We can stop that,” said his father. “Put the goats in the other pasture. They can not jump over the fence there. It is too high.”



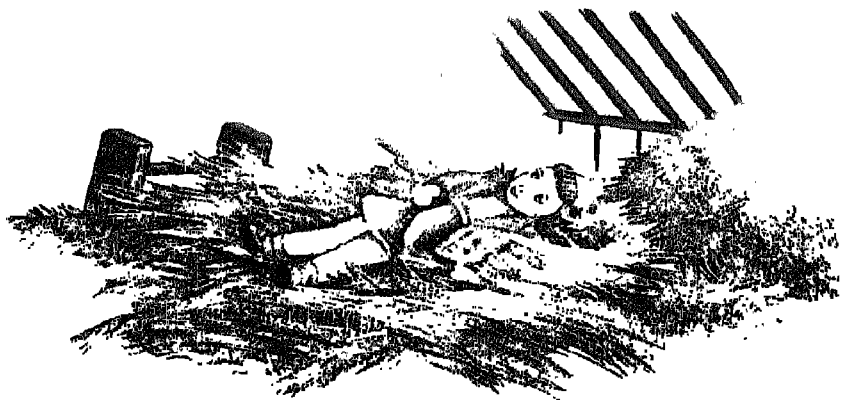
Betsy in the Hay

Sue climbed up to play in the hayloft, high up in the barn.

She was playing house with Betsy. This was the doll she liked best.

Mother had made the doll for Sue's birthday. Betsy had a blue dress and hat and a little red coat.

Sue made a place in the hay for the floor of her house. Then she made a pile of hay for a bed and put Betsy to sleep.



It was warm and very still up there in the hay.

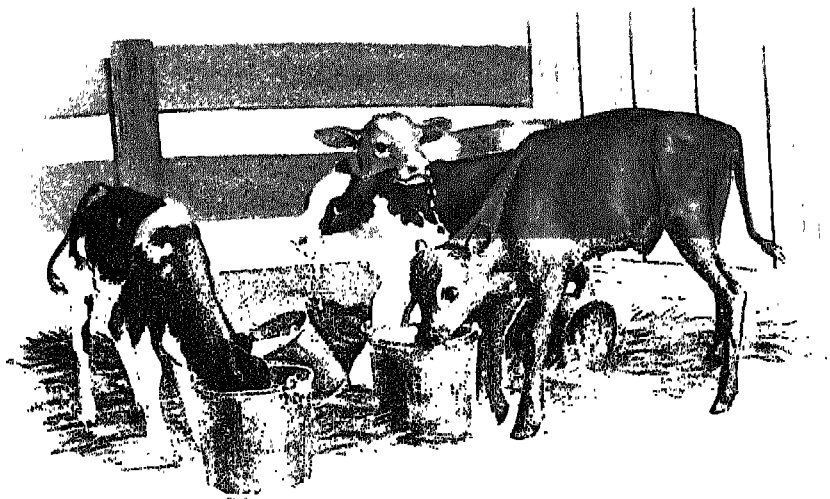
Sue could hear Father and David come into the barn. She could hear David banging the milk pails on the floor.

Father was milking. Sue could hear the sound of the milk going into the pail.

After a while she heard David calling, "Sue! Where are you? Come and see us feed the calves."

Sue liked to see Father feed the calves.

She climbed down the ladder and ran over to the pen.



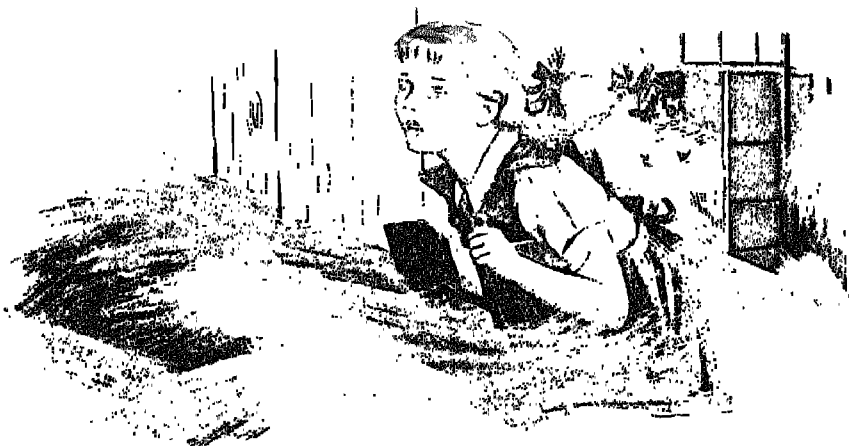
The calves were all together in the pen. They were big enough to drink from pails. They were hungry.

They stuck their heads out of the pen and said, "Ma-a-a!"

One of the calves caught hold of Sue's dress and chewed it. Sue laughed and pulled her dress away.

Soon all the calves began to drink from the pails and splash the milk around.

Father said, "I must feed the horses now. Take care of the pails, David."



It did not take long for the calves to drink the milk. David took away the pails and said, "Now it is time to eat."

"I must get Betsy," said Sue. "She is in the hayloft."

Sue climbed up the ladder to the hay.

Betsy was not sleeping in her hay bed. The bed was not there. The house was all pushed away. Sue could not find Betsy.

"Where can she be?" thought Sue.

"Come on, Sue," called David.

"I am hungry."

"But I can not find Betsy," cried Sue.
"Did she fall down there, David?"

David looked on the barn floor,
but he did not find the doll.

He said, "Mother is calling. We must go.
We can look some more after we eat."

Sue climbed down and they walked
to the door. Then David began to laugh.

"I don't see anything funny," said Sue.

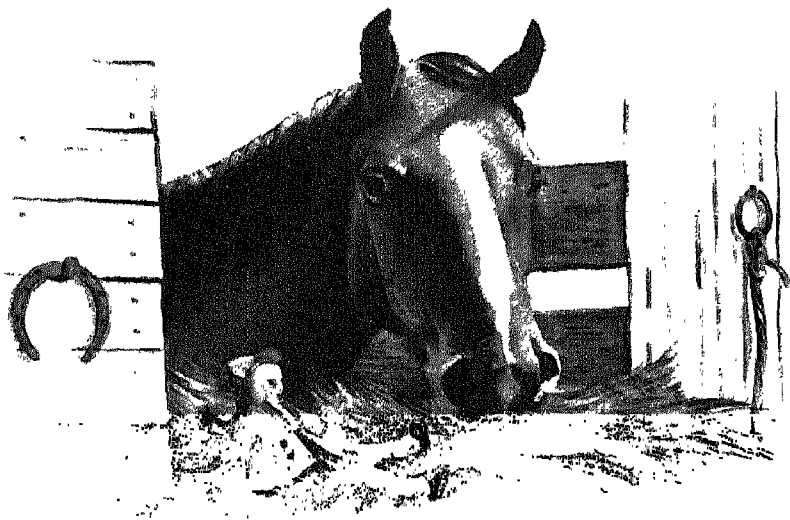
"Look at Old Jim," said David.

The horse was looking at the hay
that Father had pitched down for him.

He was not eating the hay.

He was just standing there, looking at it.





And there in the hay sat Betsy,
looking at the horse.

"Father must have pitched her down
with the hay," laughed David.

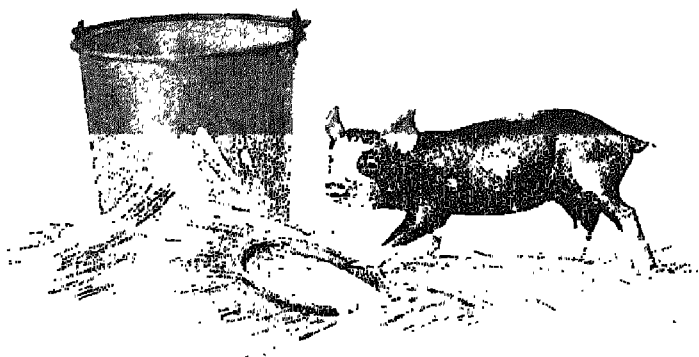
Sue caught up Betsy and held the doll
in her arms.

"You poor thing," she said. "It is
no fun being pitched around in the hay."

"Poor Old Jim, too," said David.

"He never had a doll with his hay before."

"He never will again," said Sue.



The Little Pig Grew

The pig was just a baby
when Father gave it to Sue.

Its hair was black and white,
but under its hair it was all pink.

Now pigs like to eat.
Everyone knows that. But Sue's pig
was so little it could not chew.

So Sue gave it some milk in a pan.

The little pig did not know what to do
with the pan. It put its feet in the pan
and began splashing the milk all around.

How the children laughed.



“Feed your pig from a bottle, Sue,” said David. “It is just a baby pig.”

Sue put some warm milk in a bottle and gave it to the little pig.

The pig could drink out of a bottle. It took all the milk and wanted more.

Soon the pig could drink from a pan. After a time it could chew. Then it ate corn and other good things that Sue gave it.

The pig grew big and fat. It was not a baby pig any more.

One day Father said to Sue,
"Would you like to take your pig
to the fair? I think it will get a prize."

"What will the prize be?" asked Sue.
"Will it be money?"

"Oh, no," said Father. "The prizes
are blue and red and yellow ribbons."

"I would like to have a blue ribbon
to tie on my pig," said Sue. "I like
blue ribbons best."

"They never give ribbons like that,"
laughed David. "They give ribbons
to children who have prize animals.
The ribbons are to look at and keep."

"Oh," said Sue. She still thought
she would like a ribbon that tied.

On the day of the fair Sue got her pig
ready. Father and David put it in the car,
and they all drove off together.



There were many horses and cows
at the fair. There were many pigs, too.

Sue was afraid that no one would look
at her pig.

It was put in a pen with many other pigs.
But Sue's pig was not happy.
It cried and cried.

Sue came back to the pen,
after looking around the fair. She heard
her pig. Everyone was laughing at it.

"I don't want everyone to laugh
at my pig," said Sue. "I don't want a ribbon.
I am going to take my pig home."

Just then a man came up. He said,
"You must not take your pig away,
little girl. It must not go
without a ribbon. Your pig took first prize."

He gave Sue a blue ribbon
with some words on it.

In a little while Father and the children
and the pig drove home.

"Mother! Look at my blue ribbon!"
called Sue. "My pig took first prize."

Sue could not tie the ribbon on her pig.
But she put the ribbon away. Sometimes
she took it out and looked at it.



The pig grew to be a big pig.
Sue still liked it, but sometimes
she thought, "I do want a baby pig again."

One day when Sue went out to the pen,
she did not see her pig. So she climbed up
and looked down into the pen.

And this is what she saw!

There on the ground was her pig.
And beside it were ten baby pigs.

Sue called everyone to come and see.

Now she had a baby pig again. She had
ten baby pigs! She was very happy.

Sue took a big breakfast to mother pig.







The Wolf and the Kid

Once upon a time a goat and her kid lived in a pasture with other goats.

One day the mother goat said to her kid, "A big wolf lives near this pasture. He would like to catch you and eat you. Do not go away. Stay here with me and the dogs will take care of you."

"I will stay here, Mother," said the little kid, and he went on eating.

But after a while the kid thought, "Why do I stay here? This grass is not good but over by the pond it is very green."

Now the big wolf was sitting
in the tall grass beside the pond.

He wanted to catch a goat for dinner.
But he was afraid to go to the pasture,
for the dogs were there.

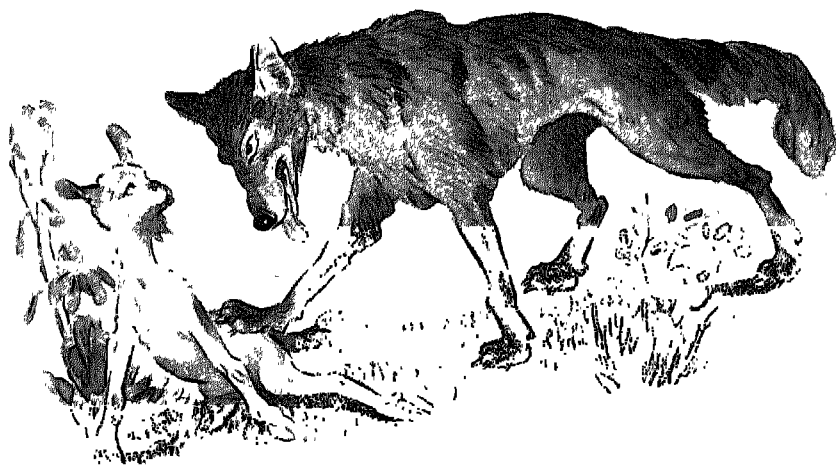
So when the kid ran down to the pond,
the wolf jumped out and caught him.

"Oh, Mr. Wolf," said the poor little kid.
"Are you going to eat me?"

"Yes, I shall eat you," said the wolf.

"Please, Mr. Wolf, before you eat me,
let me ask one thing," said the kid.

"And what is that?" asked the wolf.





"I have heard that you play very well on the horn," said the kid.

"Yes, I can play a little," said the wolf.

"Then please play so that I can dance just once more," said the kid. "I like to dance. After that you may eat me."

"I never saw a kid dance before," said the wolf. "So I will play for you."

The wolf played and the kid danced.

"You do play very well," said the kid,
"but you do not play very loud. I like
loud music when I dance."

So the wolf played as loud as he could,
and the poor little kid danced and danced.

The dogs heard the music.

"What can that be?" they asked.
They ran to the pond to find out.

When the wolf saw the dogs,
he stopped playing and ran into the woods.
The dogs could not catch him there.

The wolf was angry. "Why did I play
for that little kid?" he thought.

"Why did I not eat it at once?"





The Three Little Men

Diddle, Daddle, and Duddle lived
in the woods, the deep, dark woods.

But they did not stay there
all of the time.

Once in a while they came out
and traveled around, always together.
Then they looked for something to do
that would be fun.

And they always found something to do.
But sometimes it was not much fun.

There was the time they got
into Mr. Black's barnyard.



The three little men had danced
over the fields and pastures.

Then they had climbed the fence
and had jumped down into the barnyard.

No one saw them. No one could see
the three little men unless they were
in trouble. That is the way they were.

The little men looked around
at the hens and ducks in the barnyard.

All at once they saw the old gray goose.

"Let us take a ride on the old goose,"
said Diddle. He was the little man
who always thought of things to do.

"Oh, yes," said the others.

“We will go up behind the old goose while she is sleeping,” said Daddle.

He was the little man who could always think of the best way to do things.

“We will jump on her back,” he said. “She will be so surprised that off she will go, and we will go with her.”

“That will be fun,” said Duddle. He was the one who always got into trouble.

The old gray goose was sleeping with her head under her wing.

The three little men went up behind her.

The hens and ducks did not see the little men. No one could see them unless they were in trouble, you know.

“Ready!” said Diddle.

“Ready!” said Daddle.

“Ready!” said Duddle.





"Jump!" cried Diddle. Then all three jumped on the back of the old goose.

Out came her head, up went her wings, and away she flew.

"S-s-s-something is s-s-s-sitting on my back," she said.

"Yes, we are sitting on your back. We are going for a ride," said Diddle.

Up, up, up flew the old gray goose. Diddle held on to one wing. Daddle held on to the other.

But where was Duddle?



Poor little Duddle had not jumped high enough. As he fell off the goose, he caught hold of just one feather.

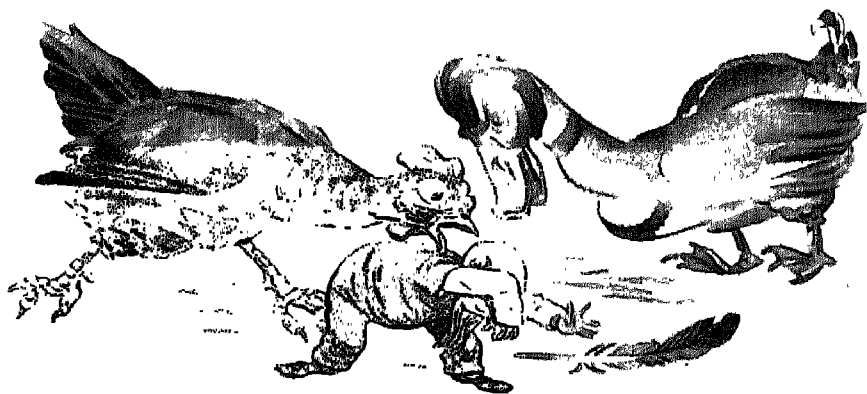
And he pulled that feather out.

Now a goose can hold two little men on her back. But a feather can not hold anything at all, and never a fat little man.

Down fell Duddle, feather and all, into the barnyard.

He was in trouble now, and so the ducks and hens could see him. They flew at him. They pecked and pecked at him.

They cried, "Where is the old goose? All we can find is just one feather."



Poor Duddle did not know what to do.
Just then he heard someone calling,
"Here we come. We will help you."

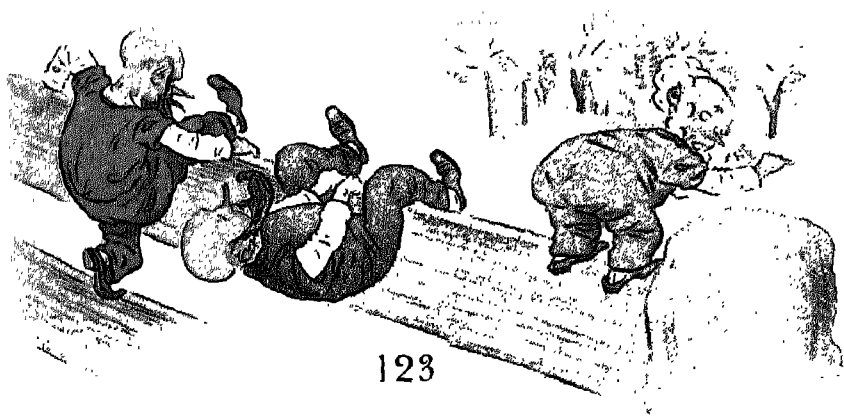
Duddle looked up and saw
the old gray goose high in the air.

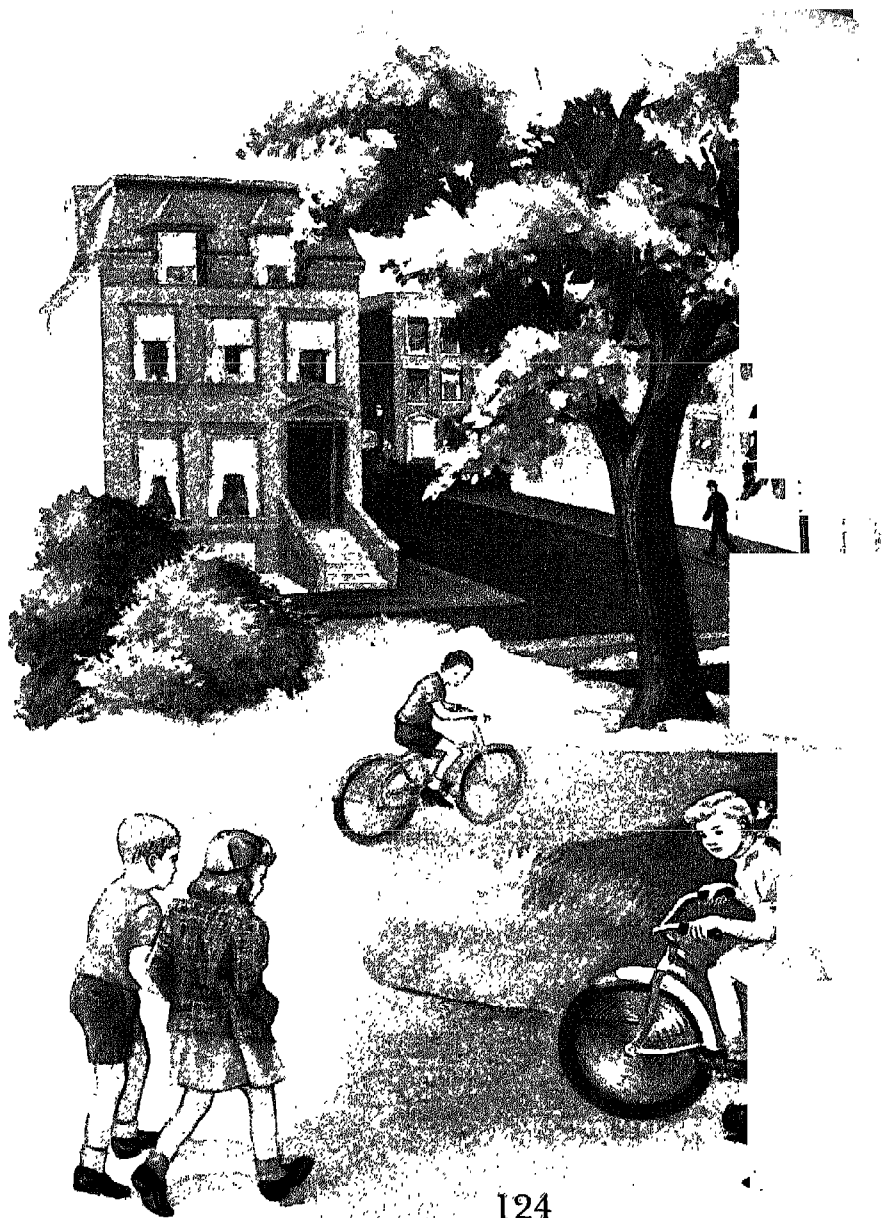
She had not called to him. She was
too angry to help anyone.

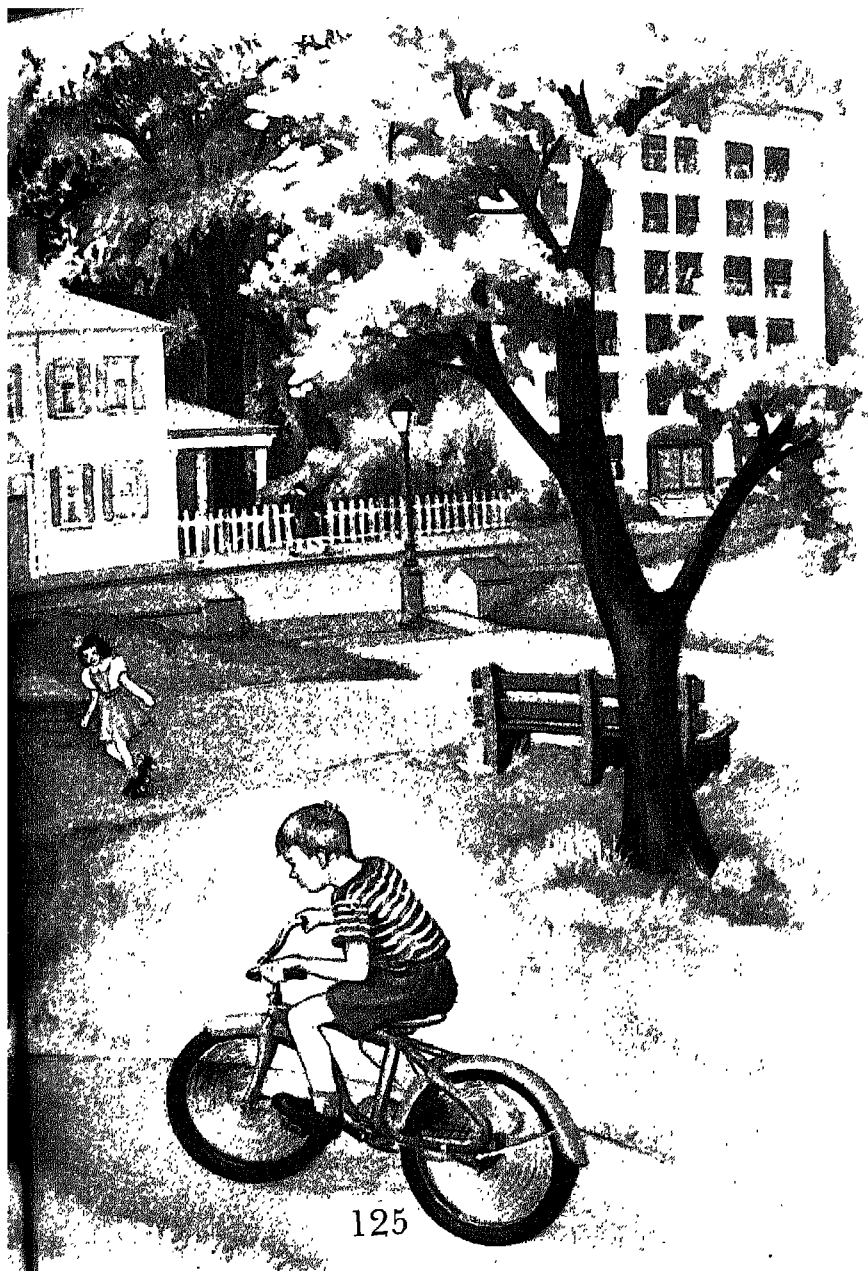
Down she came like an airplane.
Off jumped Diddle and Daddle. The hens
and ducks did not see them. You know why.

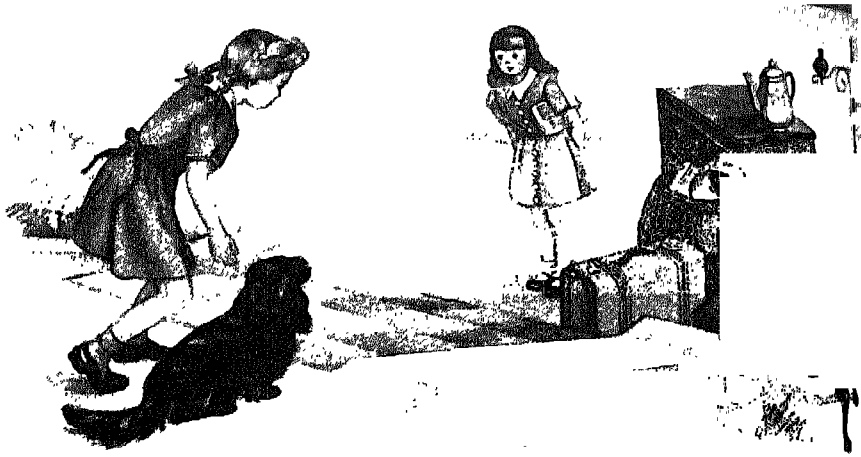
The goose pecked and flew at Duddle,
but Diddle and Daddle pulled him away.

Then they all climbed the fence and ran
back to their home in the woods.









Penny Plays a Game

On her way to school Katie always walked by a big apartment house.

One day, as she came home, she saw a girl standing on the steps. Beside her was a little black dog with beautiful long ears.

Many bags were piled near the steps. The girl's father was helping to take more things from a big truck.

"Hello!" said Katie. "Are you going to live here?"

"Yes," said the girl. "I am Mary Lou, and this is my dog, Penny."

In the morning Katie saw Mary Lou at school. That first day Mary Lou did not know anyone but Katie.

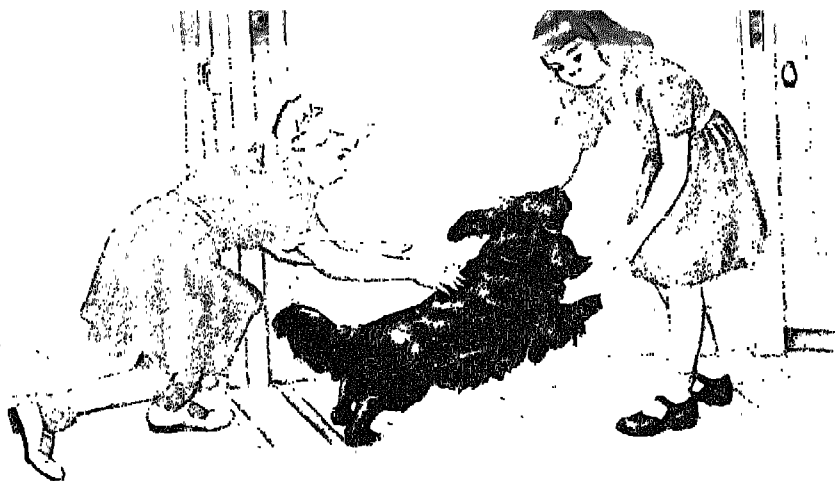
Then Jimmie and Peter came up to play. And so Mary Lou came to know them, too.

One day, after Katie got home from school, she heard her telephone ring. She ran to the telephone.

It was Mary Lou calling. She said, "Can you come over to my house to play?"

Katie put on her blue cap and ran up the street to Mary Lou's house.





Up to the top floor went Katie. There she was, in a hall with four doors. There were four apartments on that floor.

Mary Lou opened one of the doors.

She took Katie to her apartment. There was Penny, wagging his tail. And there were Jimmie and Peter.

It was a party!

"Penny is happy to see you," said Mary Lou. "He likes to play with children.

"The game he likes best is hide and seek. Shall we play it?"

"Will your mother let us play hide and seek here?" said Peter.

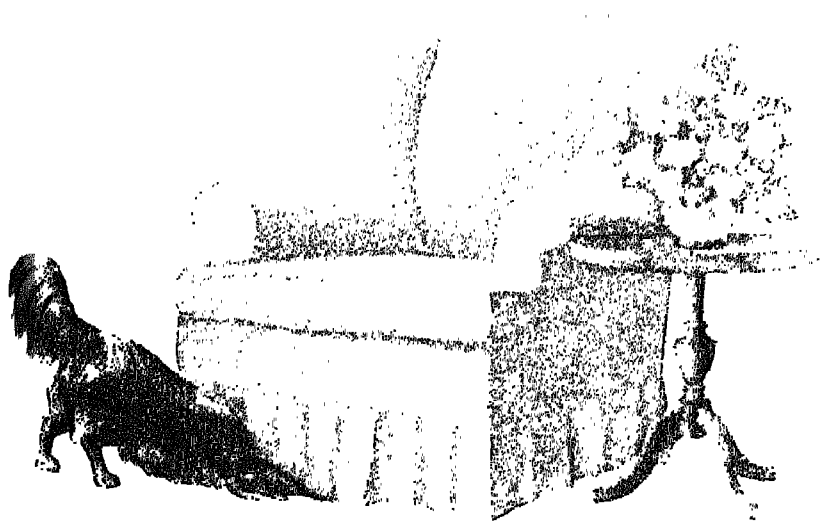
Mary Lou asked her mother.

"Yes," said her mother, "if you do not hide in my room."

"We can hide in here," said Mary Lou, "and in the hall and in my room."

"I'll be IT," said Jimmie. He went over to the fireplace. Then he put his head in his arms and began, "Five, ten. . . ."

Penny ran under a big chair. He stayed there and did not make a sound.



Peter and Katie went to hide in Mary Lou's room. Peter went behind the door, and Katie went into the closet.

Mary Lou ran to hide in the hall.

"Ready! Here I come," called Jimmie, as he went to look behind a chair.

Mary Lou ran to the fireplace. She got there before Jimmie could catch her.

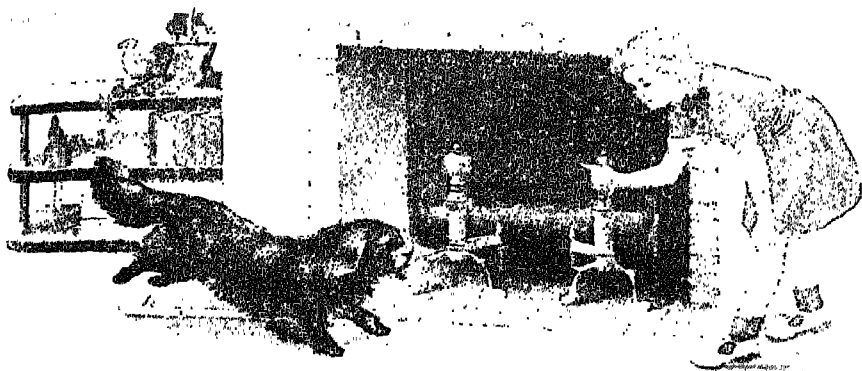
Just then Peter put his head out and Jimmie saw him. "One-two on Peter back of the door," he called.

All at once the children heard a loud noise from Mary Lou's room. It was Katie.

She could not open the closet door, and she was banging on it and calling.

Mary Lou opened the door.

"One-two on Katie in the closet," Jimmie called. Katie did not care. She was happy to be out of that dark closet.



"Now find Penny," said Mary Lou.

Jimmie went into the hall.

Penny put his head out from under the chair. He looked at Mary Lou. She held up one finger.

Penny ran over to the fireplace. He stood there saying, "Bow-wow," and wagging his tail.

"Good for Penny," said Mary Lou. "He never gets caught."

And no one did catch him.

By and by Mary Lou's mother came to the door. "Come into the breakfast room," she said. "The ice cream is ready."

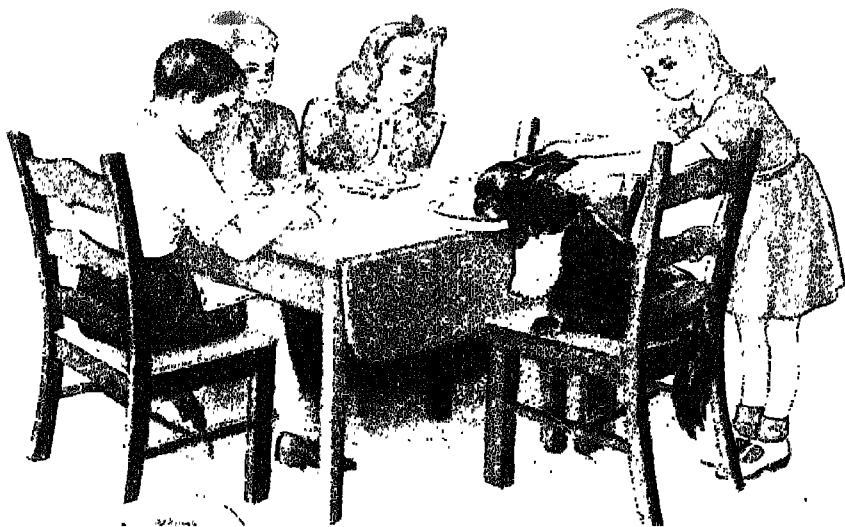
They all went into the breakfast room and ate ice cream.

Mary Lou let Penny get up on a chair and eat with the children.

She had to hold his ears to keep them from falling into the ice cream. He ate very well for a dog.

On the way home, Katie said to the boys, "I like Mary Lou's apartment. But I am never going to hide in that closet again."

Peter said, "Some day I'll have a dog that can play hide and seek like Penny."





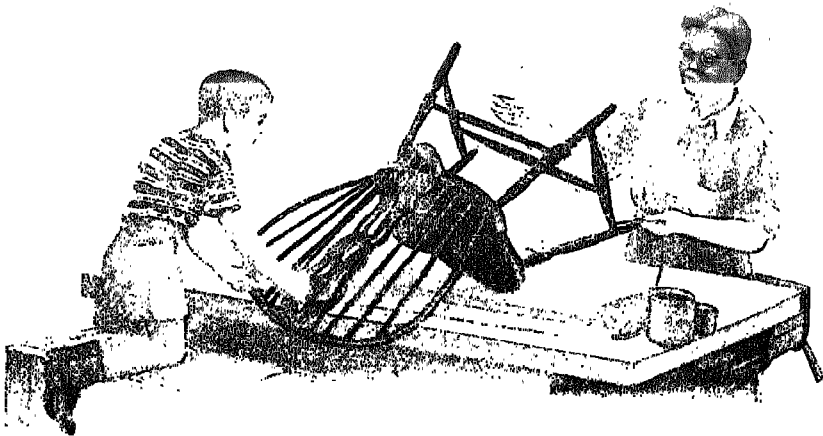
Jerry, the Janitor Boy

Jerry was looking out of the window. There was no school. He had all day to play. And then it had to rain!

All at once he thought of Mr. Barber.

Mr. Barber was janitor of the apartment house. He was a good janitor. When he was not helping in some apartment, he was in his workshop mending something.

Down the steps to the workshop ran Jerry. There was Mr. Barber, mending a chair.



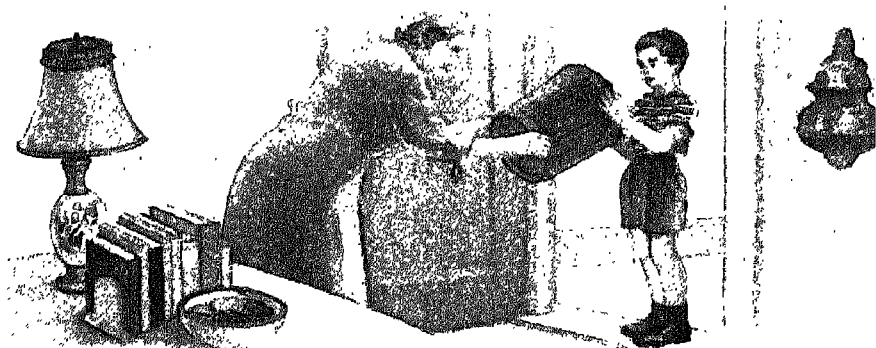
"Hello, Jerry!" said Mr. Barber. "Hold this chair for me, will you?"

Jerry held the chair while Mr. Barber tied a string around it.

"There," said Mr. Barber. "By morning that chair will be as good as new."

There was a ring on the house telephone. Jerry heard Mr. Barber say, "You will have it at once."

Then he said to Jerry, "How would you like to help me this morning? Mrs. Peacock wants her wastebasket. Take it upstairs to her, will you?"



Jerry went upstairs with the wastebasket.
He did not know who Mrs. Peacock was.
He found out when she opened the door.

She was the sweet little old woman he
sometimes saw in the hall. She liked to
pat Jerry on the head.

He did not come near enough for her to
pat him now.

When she saw Jerry, Mrs. Peacock began
to laugh in a high, funny way.

"Why, Mr. Barber," she said, "I did not
know you at first. But I do know my old
wastebasket. Thank you for climbing up
with it. Take a cookie for your trouble."

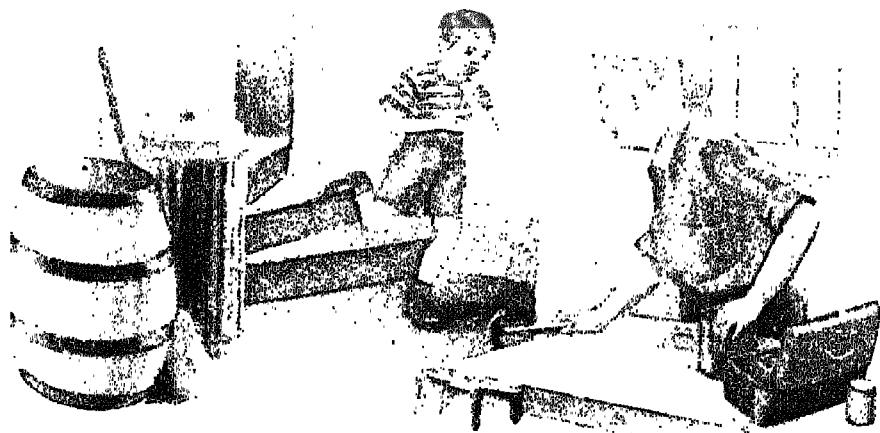
Jerry ate the cookie on his way down the stairs. Mrs. Peacock was a sweet little old woman. But he did not like her to pat him on the head.

"Oh," said Mr. Barber as Jerry came back, eating the crumbs of the cookie. "Why didn't you keep a crumb for me?"

"I'll do that another time," said Jerry. "Where do I go now?"

"Do you think everyone has cookies for you?" laughed Mr. Barber.

"This time you are going up to the top floor. But if you get a cookie up there, then I am your Aunt Betsy!"





"What shall I do there?" asked Jerry.

"Get the mop from the cook. They want me to mend it," said Mr. Barber.

Up to the top floor went Jerry. The cook came to the door. She was cross.

"It is about time," she said. "What is the trouble with that man? He knows I can not work without my mop. Here, take it."

Jerry got away fast. At the top of the stairs he let the mop go sliding down.

That was fun, so he let it go sliding down all the stairs.

"You are not my Aunt Betsy," said Jerry to Mr. Barber. "No cookie."

"That woman is always cross," said Mr. Barber as he mended the mop. "Take it back now, and don't let her scare you."

Jerry took the mop upstairs. When the cook saw it, she didn't look cross any more.

"That is more like it," she said. "Now I can work. Come here, boy, and see what I have in this basket."

There was a kitten! It was inky black from its nose to the very tip of its tail.

Jerry put it on the floor and played with it. The kitten ran about and jumped at his finger.

When Jerry stood up to leave, the cook put the kitten in his arms.

"If you don't want it," she said, "give it to Mr. Barber. Go on, now."

"Look, Mr. Barber," said Jerry when he got back. "I didn't get a cookie, but see what I did get."

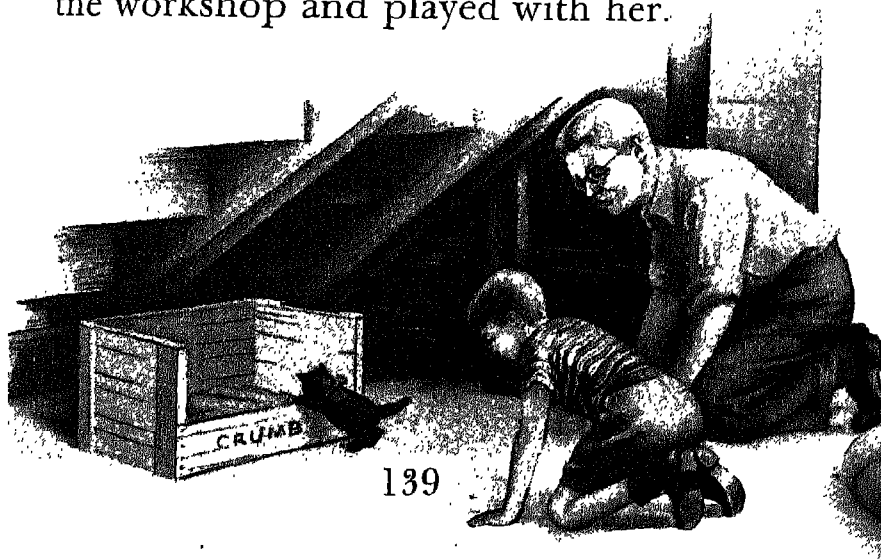
Mr. Barber threw back his head and laughed. "What a boy you are!" he said.

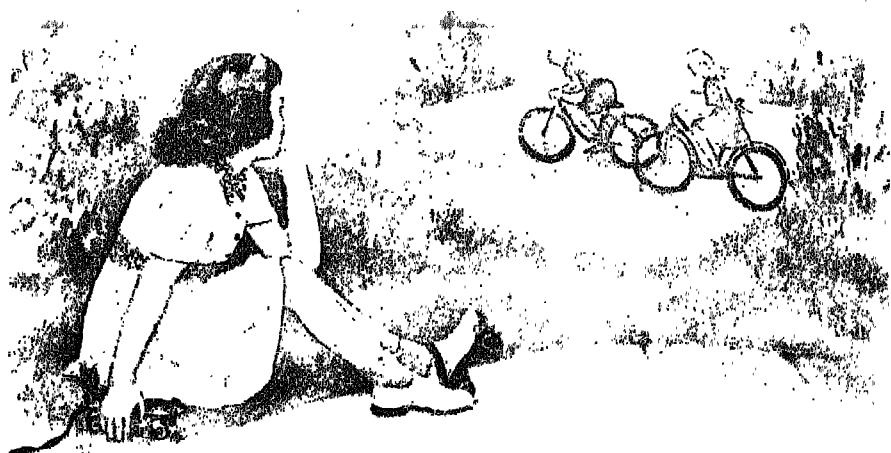
"I ask you for a crumb of a cookie and what do you give me? A crumb of a cat!"

They got a warm bed ready for the kitten. Mr. Barber liked cats.

"We will call her Crumb," said Jerry.

So Crumb came to live with Mr. Barber. And when it rained, Jerry went down to the workshop and played with her.





Not Old Enough for a Bicycle

Ann wanted a bicycle. She had never wanted anything so much as she wanted that bicycle.

But her mother said, "You are not old enough to have a bicycle."

"Why not?" asked Ann. "Jerry has a bicycle. So have Mary Lou and Jimmie. I know how to ride. I never fall off."

"It is not enough to know how to ride," said her mother. "You must know how to take care of a bicycle, too."

"But I do know how to take care of a bicycle," said Ann. "I have helped the boys. Please, Mother."

"It will not do you any good to keep on asking," said her mother. "You can not have a bicycle now. You must wait."

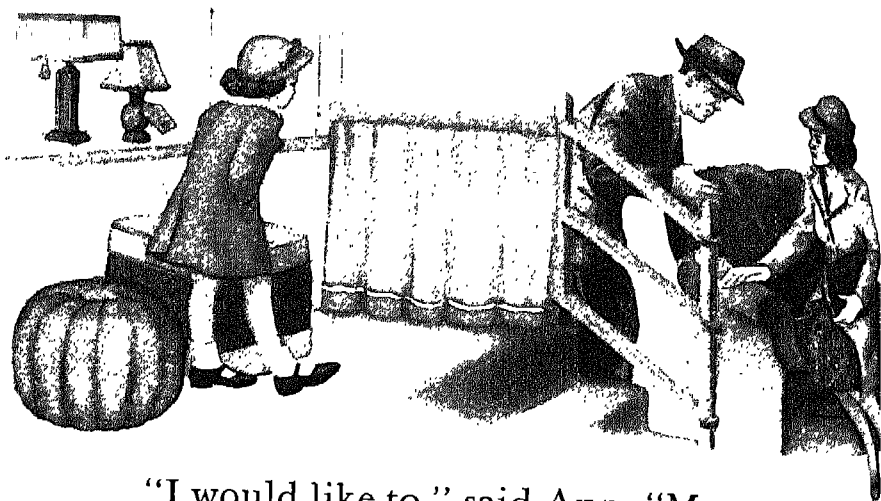
"How long must I wait?" asked Ann.

"When your birthday comes you may be old enough," said her mother. "Now be a good girl and stop asking."

Ann's birthday came in May. That was a long time to wait.

But not once in all that time did Ann ask for a bicycle. And not once did Mother say anything about one.

The days went by. One morning Mother said to Ann, "Do you want to go to the store with me? Daddy and I must get some things for the house."



"I would like to," said Ann. "May we go look at the toys?"

"If there is time," said Mother.

Daddy was waiting at the store. He and Mother had to get a chair for their room and another one for the porch. That took a long time.

Ann did not say a word. But she was thinking, "Will there be time to look at the toys? I do want to see the bicycles."

After a while Daddy said, "That is all we have to get. How about a look at the toys now? Ann's birthday will soon be here."

And so all three went to see the toys. First they came to the dolls and doll dishes.

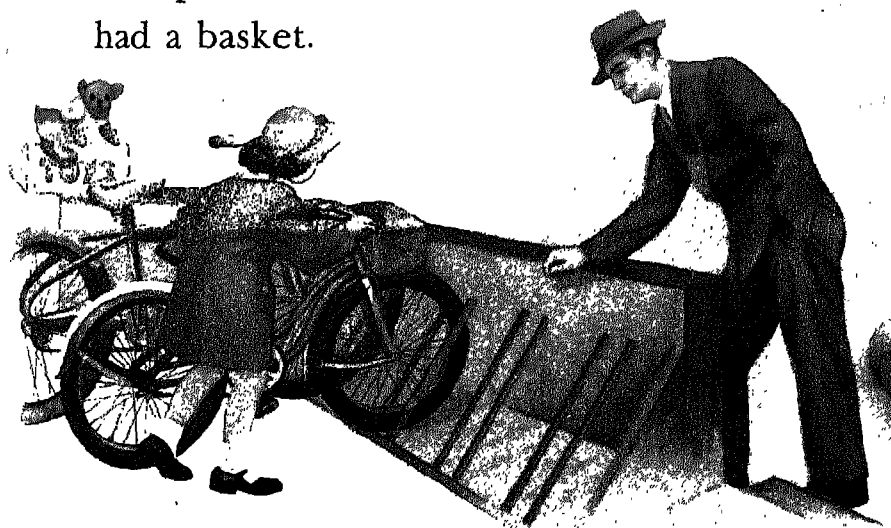
Daddy said, "Ann, how would you like some doll dishes for one of your birthday presents?"

Ann shook her head. "I would like to see the — the bicycles," she said.

"Bicycles?" Daddy sounded surprised. "Do they keep bicycles here?"

"Come with me," cried Ann, and they went to the other side of the store.

There were big bicycles and little ones. Ann picked out a beautiful blue one that had a basket.



"Do you think this blue bicycle is about right for me?" Daddy asked the salesman. Daddy's eyes had a laughing look.

"No," said the man, "but I think it is just right for your little girl."

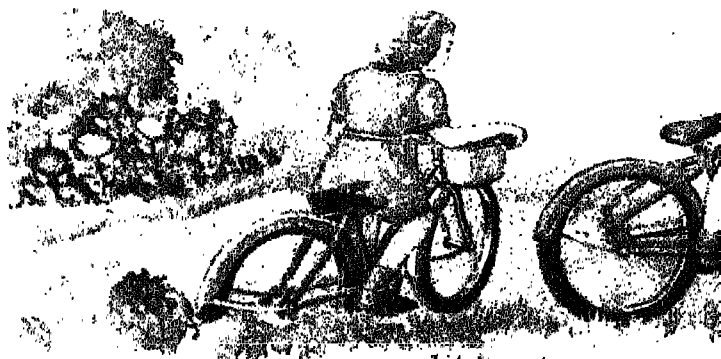
Ann jumped on the bicycle and took a little ride. Daddy looked at Mother.

"What do you think?" he asked. "Is Ann old enough to have a bicycle?"

"She has been very good," said Mother. "She has not asked once."

"Ann," said Daddy, "will one present be enough if it is a bicycle?"

"Oh, Daddy!" was all Ann could say.



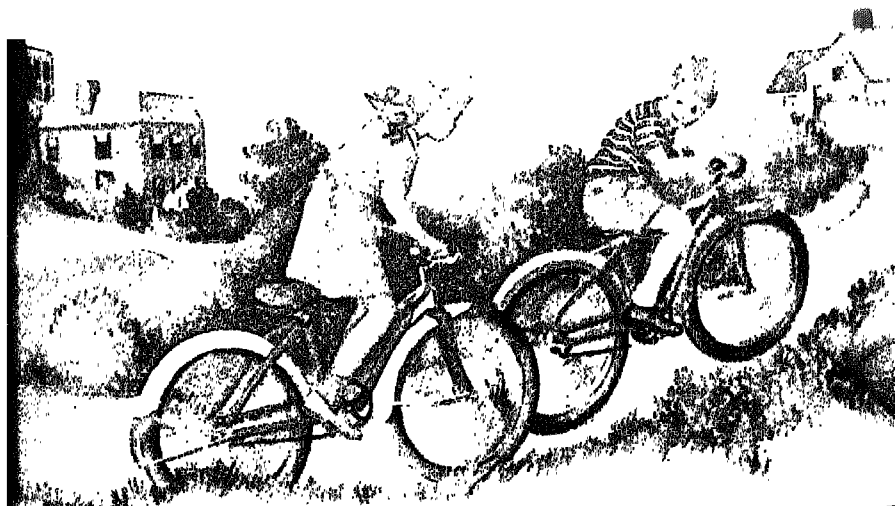
On Ann's birthday Jimmie came down the street on his bicycle. After him came Mary Lou, and then came Jerry.

"Wait for me!" Ann called.

"You can not come with us," Jerry called back. "We are going for a ride in the park. You have no bicycle."

Then the children saw that Ann did have a bicycle. Away they went, first Jerry, then Mary Lou, then Jimmie.

Then came Ann on her beautiful blue bicycle. How happy she was, now that she could ride with the others.





The Little House Did Not Change

When the little house was built, it was away out on a big farm.

Around it were fields and pastures, trees and flowers, and birds singing in the trees.

There it stood, day after day, as time went by. It did not change. But things around it began to change.

One day a wagon without a horse drove down the little old road and by the house.

Soon many cars were going by.

Other houses were built near the first little house. People with cars came to live in the houses. They did not like the little old road. So it was made into a real street.

Soon buses and trucks were going up and down the street.

Now there were no fields near the old house and not many trees.

All around it were houses and stores and schools.

And there were more and more people.

The little house just stood there and did not change. But things around it changed.

A big apartment house was built on one side of it. Another apartment house was built on the other side.

Soon there were more tall apartment houses all around. They were so near that it was dark in the little house all the time.



The little house was not on a farm any more. The big city was all around it.

By and by some men wanted to put up a store on that street, but there was no room.

The men looked at the house and said, "No one wants to live in this old house now. It is too old and too small. Let us pull it down to make room for the store."

So the little house was pulled down, and the new store was built. People went in and out all day long.

And no one thought any more about the little house that had been there so long.



The Hopping Shoes

Katie's new black shoes went hopping down the street, and Katie was in the shoes. Hop, hop, hop went the shoes. Hop, hop, hop went Katie.

She came to Peter.

"Hello!" said Peter. "Where are you going in your new shoes?"

"Just hopping along," said Katie. "Do you want to come with me?"

Katie and Peter came to Jimmie.

"Where are you going?" asked Jimmie.

"Just hopping along," said Katie. "Do you want to come with us?"

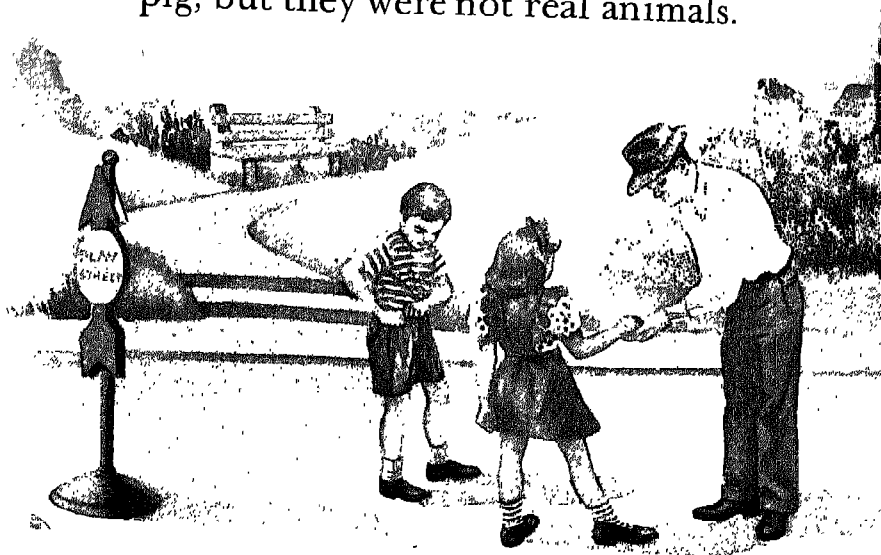
The three children went hopping along together. All at once Katie stopped.

"I hear something," she said.

Peter and Jimmie heard it, too. It was music. It came from a big truck down the street.

The truck drove up and stopped right beside the children. And what do you think they saw on the truck?

They saw a tiger. But it was not a real tiger. They saw an elephant, but it was not a real elephant. They saw a horse and a fat pig, but they were not real animals.

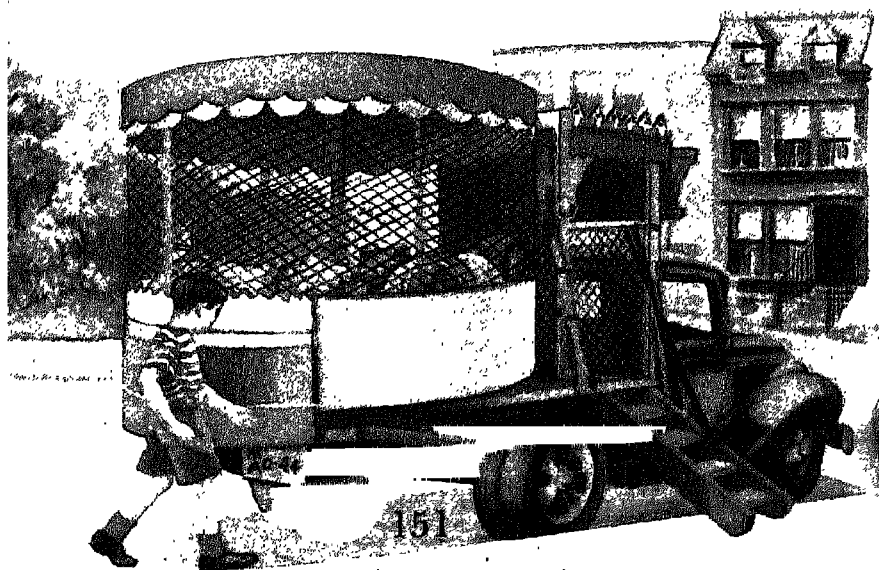


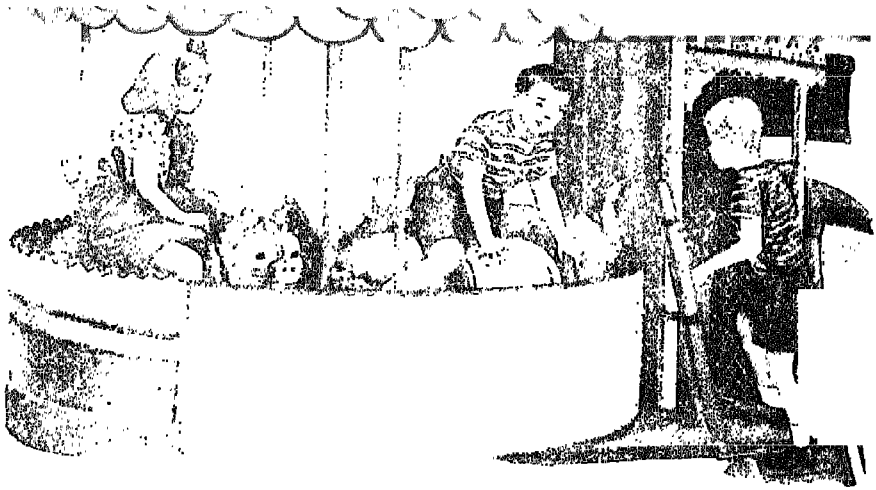
The animals were on a merry-go-round.
The merry-go-round was in the truck.

A man got off the truck and went around
to the side. He pulled down some little
steps. The steps went from the truck to
the walk.

"Just a penny," called the man. "Walk
up, boys and girls. Just a penny."

Jimmie looked in his pocket. He had a
penny. Peter looked in his pocket. He had
a penny. Katie looked in her pocket. She
had a penny.





They gave the money to the man. Then they walked up the steps of the truck.

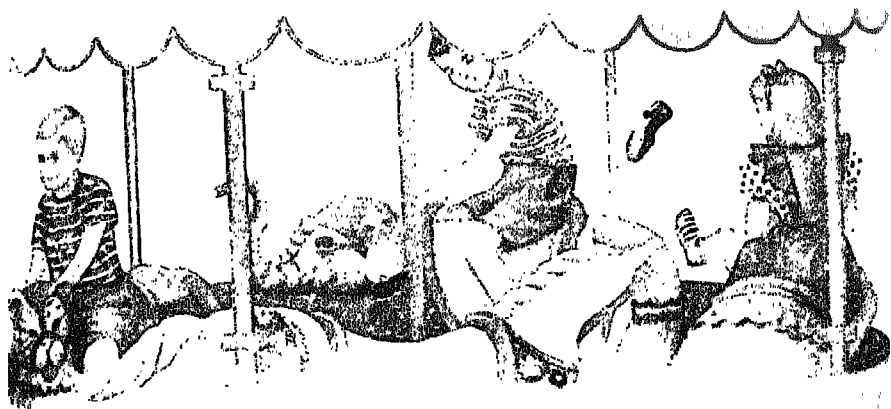
"Hop on," said the man. "Here we go!"

Peter got on the tiger. Jimmie got on the elephant. Katie got on the pig.

The music began to play again.

Around went the tiger, and Peter was on the tiger. Around went the elephant, and Jimmie was on the elephant. Around went the horse and the pig.

No one was on the horse, but you know who was on the fat pig.



Around went the children, laughing and kicking their feet.

Katie gave a big kick, and what do you think? One of her shoes came off. Away it flew. She did not see where it came down.

"Oh, my!" said Katie. "I have lost one of my new shoes. What shall I do?"

"We must look for it," said Jimmie.

They all looked for Katie's shoe.

Around went Peter on his tiger, and he looked. Around went Jimmie on his elephant, and he looked. Around went Katie on her pig, and she looked.

But they didn't see the shoe.

The merry-go-round stopped, and the man said, "Time to get off."

Jimmie, Peter, and Katie jumped down.

"I have lost a shoe," said Katie.

"It must be somewhere in here. Look around for it," said the man.

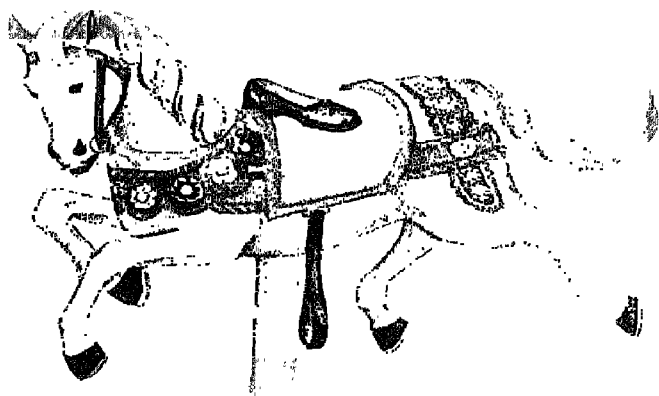
The children looked for the shoe. But it was not under the elephant. It was not under the tiger. It was not under the pig.

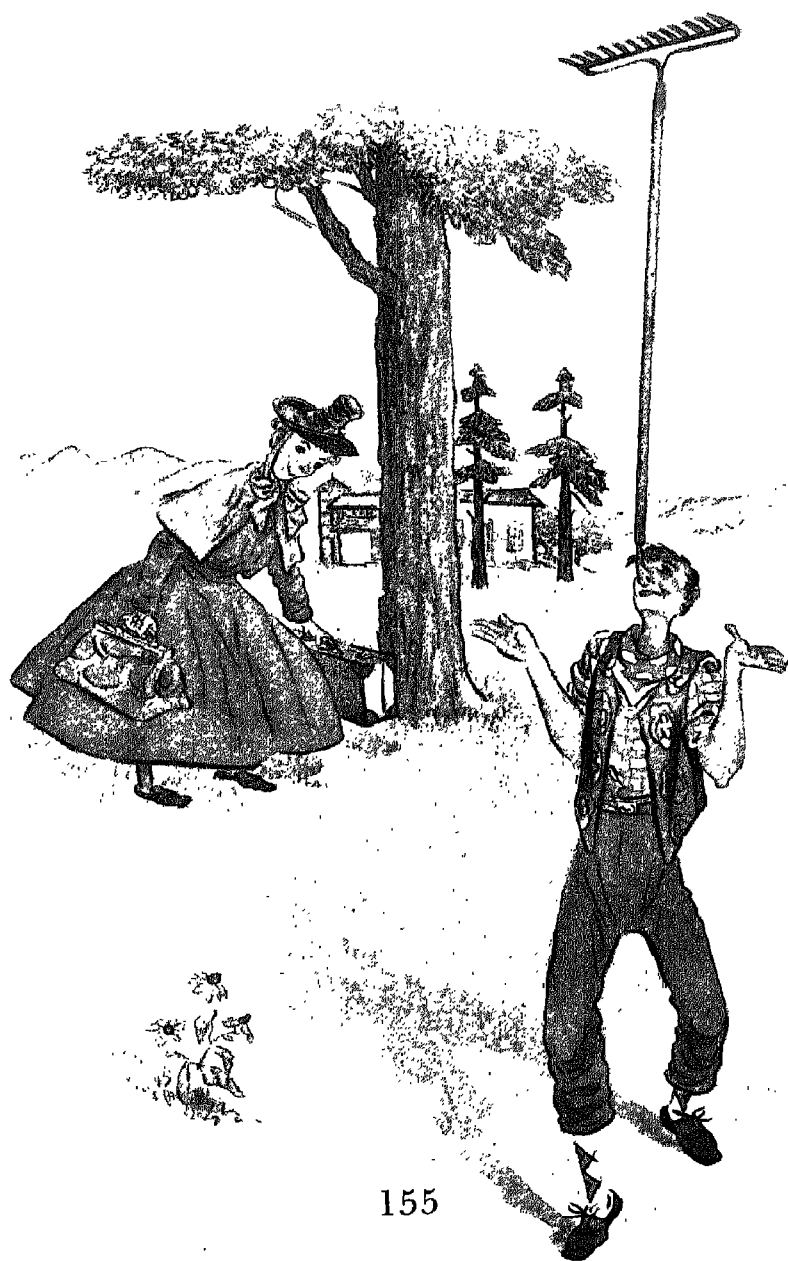
Then they looked on the horse.

Something black and new was balanced on top of it.

"My shoe!" said Katie, as she put it on.

"It went for a ride on the merry-go-round."







Andy, the Handy Man

Oscar was eating breakfast with his father and mother. Outside the window he could hear Andy, the handy man, as he cut the grass.

"Andy is a handy man to have around," said Mother. "He can do anything."

"Can he balance things on his nose?" asked Father.

"If you asked him to, I think he could," laughed Mother.

After breakfast Oscar went outside.

“Andy, can you balance the lawn mower on your nose?” asked Oscar.

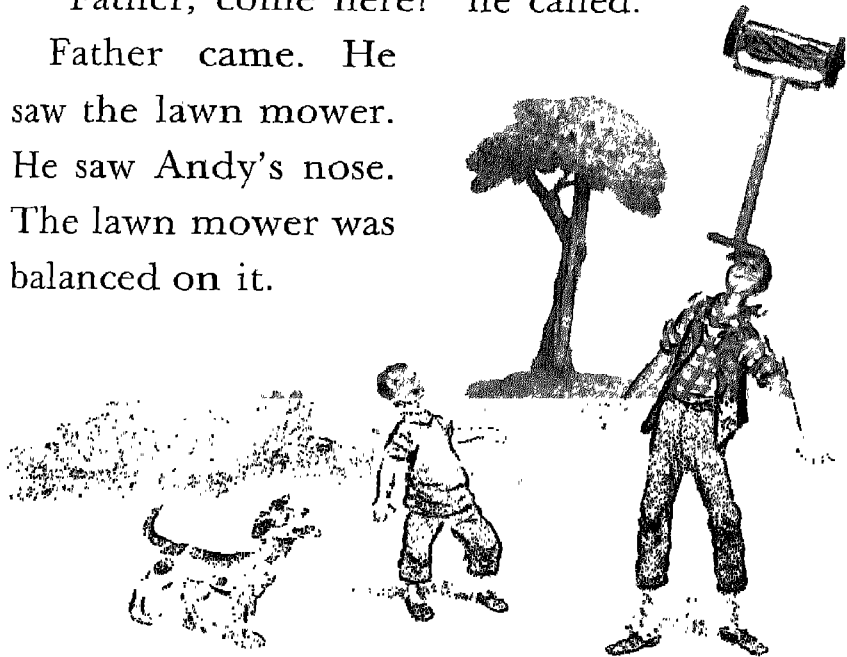
“I never thought of doing that,” said Andy, “but I guess I can.”

Andy picked up the lawn mower. And to Oscar’s surprise, Andy put it on the tip of his nose.

Then he let go. The lawn mower stood there, balanced on his nose. Just like that! Oscar began to think he was seeing things.

“Father, come here!” he called.

Father came. He saw the lawn mower. He saw Andy’s nose. The lawn mower was balanced on it.



Andy said to Father, "Will you get up on the roof of the shed and hand me the ladder? I think I can balance that, too."

Father climbed on top of the shed. He placed the ladder on the lawn mower.

"All right," said Andy. "Let go."

Father let go.

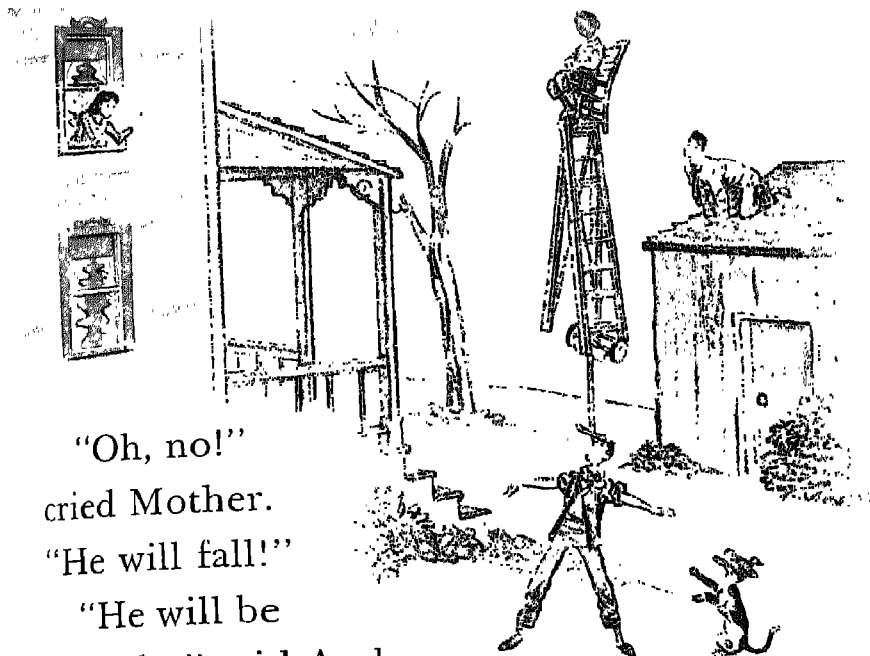
Andy walked away from the shed. On his nose was the lawn mower. On the lawn mower was the ladder.

Oscar called, "Mother, look at Andy!" Mother came to the upstairs window.

Andy walked over to her. He said, "Will you hand me a chair out of the window? I think I can balance it on the ladder."

Mother placed the chair on the ladder.

Then Andy said to Oscar, "Go upstairs. Climb out on the porch roof and get in the chair."



"Oh, no!"
cried Mother.
"He will fall!"

"He will be
all right," said Andy.

Oscar climbed out on the porch roof.
He sat on the chair that was on the ladder.

Then Andy walked off.

Oscar sat very still. But all at once he
found that he had to sneeze. His nose began
to wiggle. The chair and the ladder began
to wiggle. He could not stop the sneeze.

"Say!" called Andy. "What is going on up
there?"

Then it came — AH KAH CHOO!

Oscar shook all over from the sneeze. The chair began to sway. The ladder began to sway. The lawn mower began to sway. Andy could not keep them balanced.

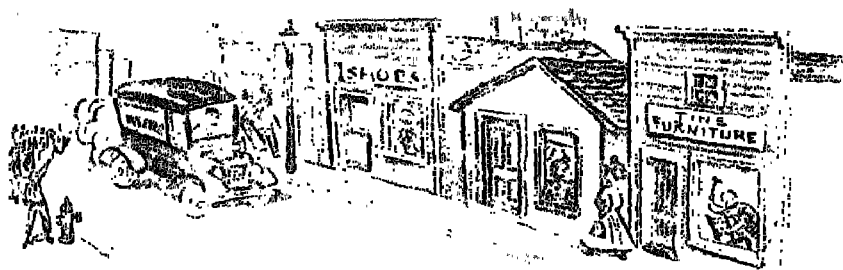
Everything swayed, down—down—down.

“Jump!” called Father. Oscar jumped. Father caught him in his arms.

Andy caught the ladder in one hand. He caught the lawn mower in the other. He caught the chair on his head.

Then he began to cut the grass as if he had been doing it all the time. But the tip of his nose looked just a little flat.





The Little Woman Wanted Noise

Once there was a little woman who had always lived in a big city.

All day long trucks and buses drove by her door. All day long people walked by her windows.

There were always newsboys calling and children playing and laughing.

On one side of the woman lived a man who mended shoes. On the other side lived a man who made chairs and beds. All day long they made a merry noise at their work.

One day the woman got a letter from an old aunt. The letter said, "I am going away to live and I give you my farm."

"I shall like to live on a farm," said the little woman. "I shall go there at once."

So she did.

The farm was green and pretty. There were fields and pastures and apple trees.

There was a big red barn and a small white house on the farm.

The woman liked the farm. But she could not rest and she was not happy. It was too quiet there.

She asked a man who lived near, "How can I get more noise on my farm?"

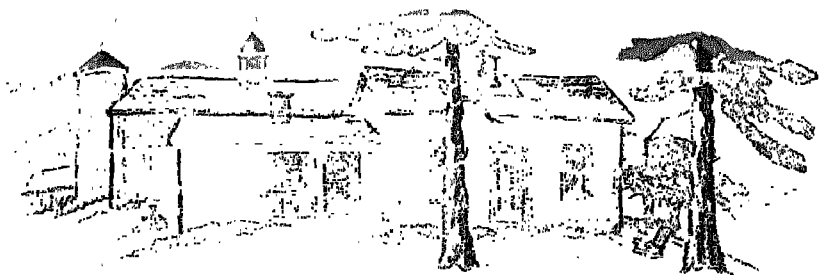
The man said, "Get some animals. Get animals that will make a loud noise."

"Thank you," said the little woman.

So she got a cow.

"Moo-moo!" said the cow. The little woman thought that was a grand noise.

But it was not enough.



"I must get more noises on my farm," thought the little woman.

So she got a cat and a dog.

"Bow-wow!" said the dog. "Mew-mew!" said the cat. The woman thought they were grand noises.

All day long she could hear mew-mew . . . bow-wow . . . moo-moo . . . mew-mew . . .

The little woman liked the noises, but they were not enough.

The farm was still too quiet. She could not rest and she could not be happy.

So she got some hens and a rooster.

"Cut-cut-aw-cut!" said the hens. The rooster crowed, "Cock-a-doodle-doo!"



The little woman thought they were grand noises. Now all day long she could hear cock-a-doodle-doo . . . cut-cut-aw-cut . . . mew-mew . . . bow-wow . . . moo-moo . . . cock-a-doodle-doo . . .

The woman liked it, but it was not enough. So she got a pig.

And every once in a while the pig made a grand, long noise like this: "Ee-ee-ee!"

It sounded good with cock-a-doodle-doo . . . cut-cut-aw-cut . . . mew-mew . . . bow-wow . . . moo-moo . . .

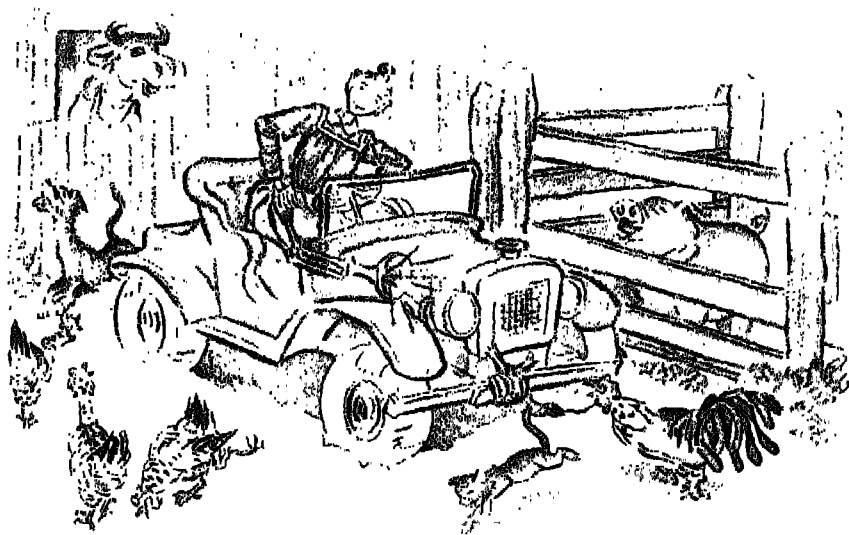
But the little woman wanted still more noise on her farm. So she got an old, old car with a good loud horn.

"Goo-oo-oop!" went the horn.

After that, when it was too quiet, the woman sat in her car and blew the horn.

Then all the animals began. There was a grand, loud noise like this: Goo-oo-oop . . . ee-ee-ee . . . cock-a-doodle-doo . . . cut-cut-aw-cut . . . mew-mew . . . bow-wow . . . moo-moo . . . goo-oo-oop . . .

But still it was not enough noise.





So the little woman got into her car and drove to the city. As she drove along, she heard the most terrific noise.

She stopped.

Outside a big house she saw boys, boys, BOYS! Big boys and small boys, fat boys and boys not so fat! Boys with red hair and brown hair and yellow hair!

They all made a terrific noise.

But a big boy with brown hair and a small boy with red hair made the most noise.

And when the two boys were together, they made three times as much noise as they had made before.

The little woman thought, "This noise . . . is . . . BEAUTIFUL!"

She asked about the boys. She found out that they had no fathers and no mothers.

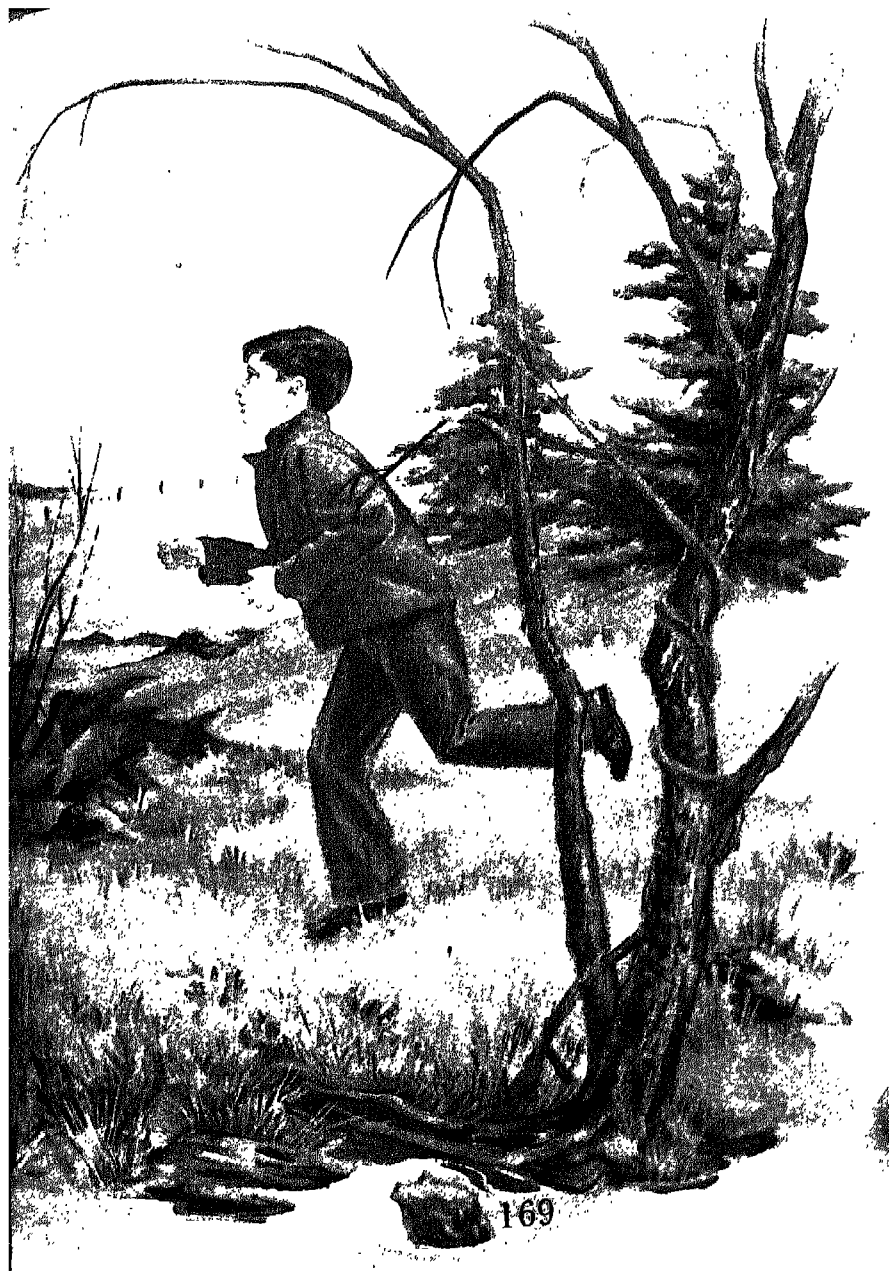
So she took the big boy with brown hair and the small boy with red hair home to live with her.

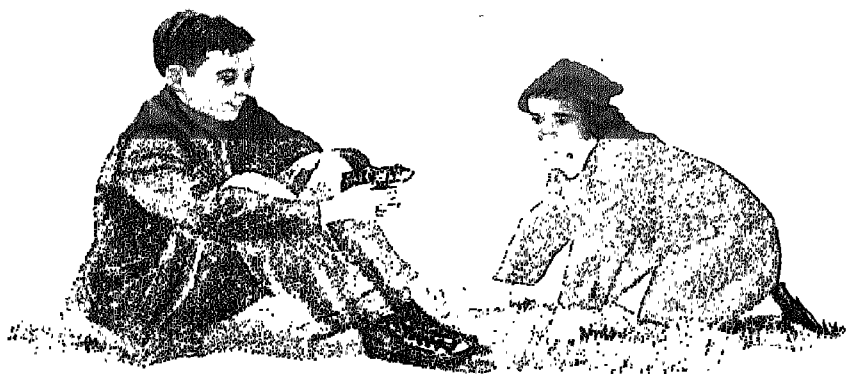
After that there was always enough noise on the farm. It was NEVER quiet.

And the little woman had no rest, but she was happy.









"Now you can come near," said David.
"But don't make any noise."

Alice was very quiet as she came near the water. Then she saw Bully.

He was a beautiful green frog. He was sitting on the ground beside the pond.

David began to pat Bully with one finger. Then he put his hand under the frog and picked him up.

There sat Bully on David's hand. He looked at Alice with his big eyes.

"He is not at all scared," said Alice.

"Oh, no," said David. "I made a pet of him last year and now he knows me."

"He is beautiful," said Alice. "Let me pat him." But when she put her finger on Bully, she jumped back.

That was enough to scare Bully. Up he jumped. Then straight down he went into the water. He swam under a stone.

"Oh, see what I did!" said Alice.

"It is all right. Bully will come up again," said David.

Soon Bully did come up again. He swam over to the other side of the pond and climbed up on a log. There he sat.

"We will come back by and by and see if Bully is on this side," said David.

But when they came back, they did not see the frog.

"Chug-a-rum," said David, but Bully did not answer. The two children looked and looked, but they could not see him.

"Oh, see these prints in the mud!" cried David. "That big bird has been here."

Alice looked in the mud. There were the prints of a bird's feet.

"There he is now," said David, looking up as a big bird flew over their heads. "He must have caught my Bully. Big birds like that do eat frogs, you know."

Just then they heard, "Chug-a-rum."

Out from under the log came Bully. He climbed on the log and sat there looking at Alice and David.

"Good for Bully! He didn't let anything catch him," cried David.

"Chug-a-rum," said Bully.





Sliding on Long Hill

All winter David and Sue and the other children had been waiting for the snow to fall. They wanted to go sliding down the long hill near David's farm.

One day as the children came out of school, David cried, "Look, it is snowing."

All day and all night the snow came down. In the morning everything was white and beautiful.

When school was over for the day, the children ran to get their hats and coats.

"See you at Long Hill," they called to one another.

As soon as David and Sue got home from school, David went to the woodshed to get their sled.

He came back without it.

"Our sled is broken," he said. "It was broken when we put it away last year, and it has never been mended."

"Can you mend it now?" asked Sue.

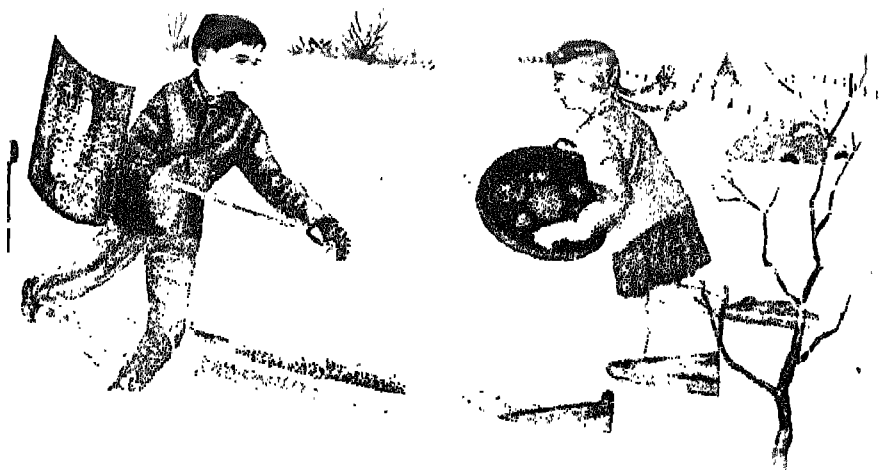
"No," answered David. "We shall have to get Father to mend it."

"But Father went off in the train and will not be home before night," said Sue. "We don't want to wait."

"Why don't you get some other boy's sled for a while?" asked Mother.

David shook his head.

"No," he said. "All the boys and girls will want their sleds. I don't want to go at all unless I can take our sled."



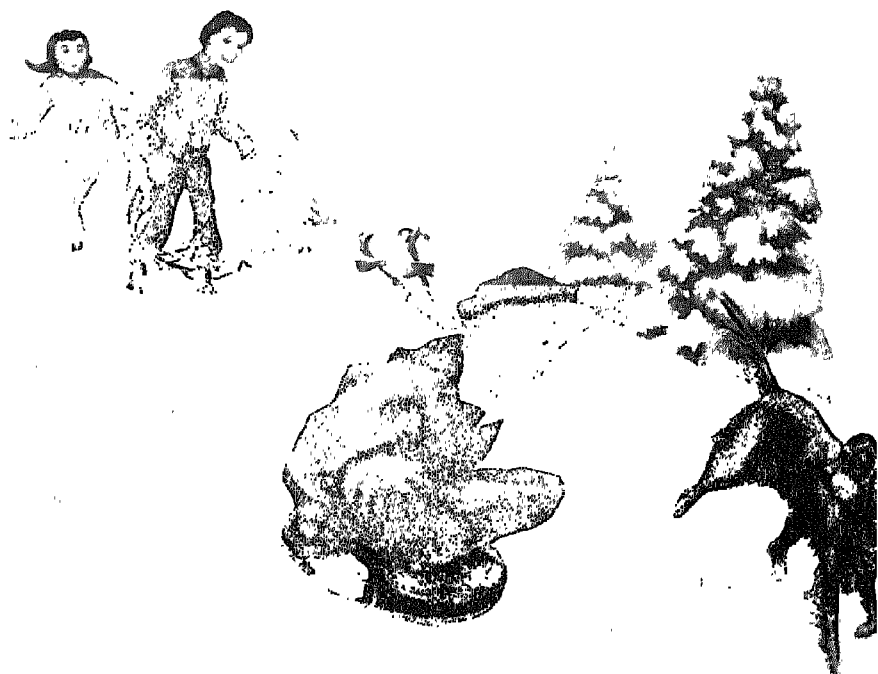
"Then if you can not go sliding, you can help me," said Mother. "David, will you please shovel off the walk? Sue, will you put away these dishes?"

David went out and got the snow shovel. Sue piled the dishes on a tray and put them away on a shelf.

Sue and David were not at all happy.

All at once David called, "Sue, come out here!" And Sue called, "Oh, David, I know what to do!"

They ran back to Mother. David had the shovel and Sue had the tray.



"May we go sliding on these?" they asked.

"Yes, I guess so, if you will take good care of them," answered Mother.

David and Sue ran to Long Hill. All the other children were there, sliding down and climbing up again.

"Where is your sled?" they asked.

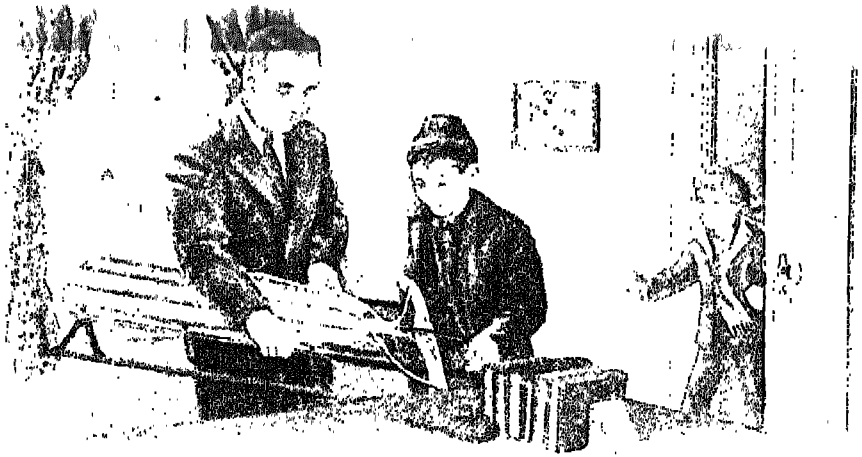
"It is broken," David called back.

He put down the shovel and sat on it.
Then he gave a push with his feet.

Down the hill he went like the wind!
Sue put down the tray and sat on it.
Down she went like the wind!

The shovel and the tray made good sleds.
David and Sue had so much fun that
the time went too fast.





When David and Sue got home, their father was there.

"Hello! Have you been sliding?" he asked. "I thought your sled was broken. How did you get along without it?"

"We took the shovel and a big tray," said David. "They made good sleds."

"Then you don't need this," laughed Father. He opened the door of the closet and took out a beautiful sled.

"Why, Father, where did you get that?" asked David.

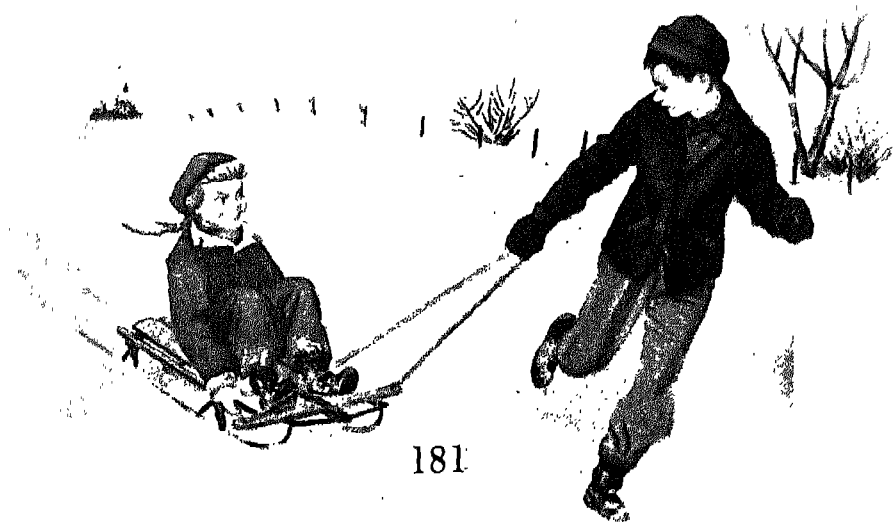
"I got it in the city," said Father. "I saw that your old sled could not be mended. But you don't need this one now."

"Yes, we do," said Sue. "We have to give back the shovel and tray."

"Oh, I see," laughed Father. "Then you will need the new sled after all."

"Come on, Sue," said David. "I'll take you for a ride down the road and past the barn."

"The tray was all right," said Sue, as David pulled her around on the sled. "But a sled is more fun."





The Beavers' New Home



The beavers were going away.

For years they had lived beside a stream where they had built a dam.

But for many days there had been no rain. There was no water in the bed of the stream, and very little in the pond behind the dam.

Beavers can not live without water. That is why they were going away.

One night they began the long, slow walk down the bed of the stream. After a time they came to a stream with deep water.

The beavers swam down this stream for a long way.

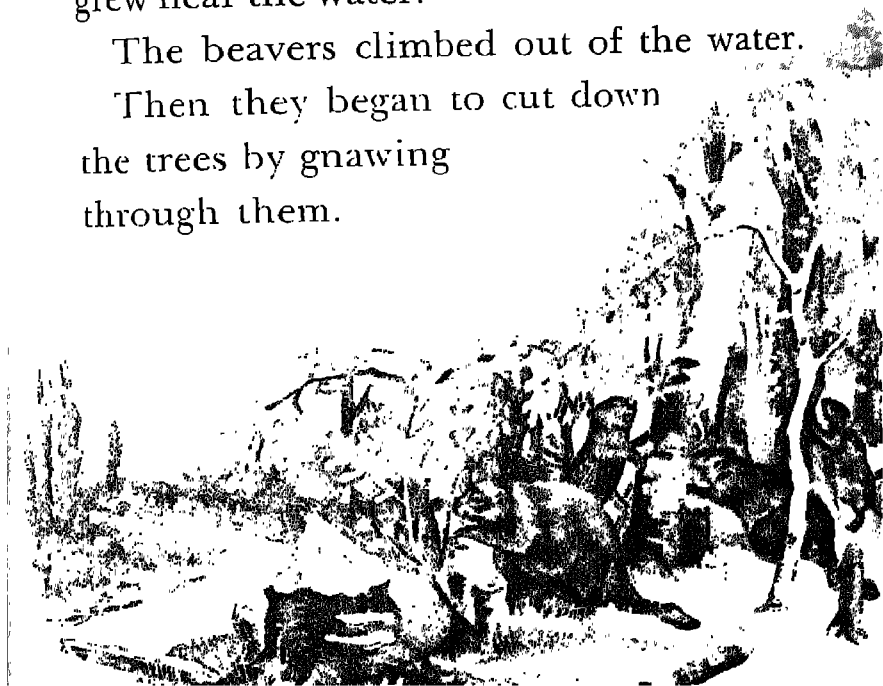
At last the old father beaver stopped. He had found the right place for their new home.

All that day the beavers rested. But at night they went to work.

Some of the beavers swam up the stream a little way. They found some trees that grew near the water.

The beavers climbed out of the water.

Then they began to cut down the trees by gnawing through them.





The beavers gnawed and gnawed.

One by one the trees fell over into the stream.

Some of the beavers gnawed the leaves and branches off the trees as they floated in the water.

They let the logs float down the stream to where other beavers were waiting.

These beavers pulled the logs over to the side of the stream

Then they pushed the logs to the place where the dam was to be. They piled sticks and stones and mud around the logs.

Every night the beavers worked, making the dam. By and by there was a deep pond back of the dam.

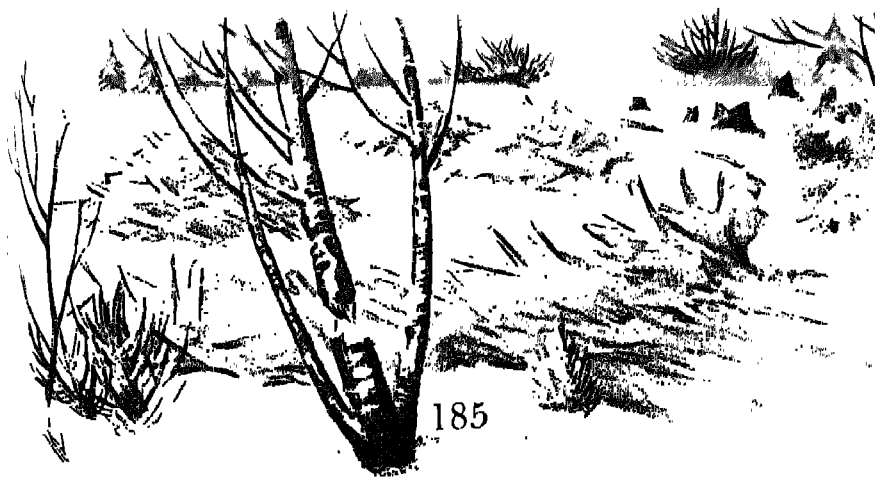
In the pond they built their houses.

Every house had two rooms. On top was the bedroom. Under it was a storeroom. Here they would store their winter food.

The doors to their houses were under the water.

When winter came the beavers stayed in their little rooms.

In their warm fur coats, they were happy all through the long, cold winter.





A Thief in the Garden

“Oh, Father!” called Mary. “Our plants have come up at last. There are hundreds and hundreds of little plants. Come and see how green and pretty the garden is!”

Mary and her father lived very near the woods.

Behind the house there was room for just a small garden.

Mary had helped her father plant the garden. Every morning she ran out to see how many plants were up that day.

But one morning Mary called to her father, "Oh, come quick. Our plants are all chewed off."

Her father came at once.

"So they are," he said. "A thief was in our garden last night."

"And he chewed the plants right down to the ground," said Mary. "Who could it have been?"

"I think it must have been a rabbit," said her father. "I'll have to put up a fence to keep it out of the garden."



Mary and her father planted the garden again. Father built a fence all around it.

By and by the plants came up, and the garden was green once more.

But one day the tops of the plants were chewed off again. Father was surprised.

"No rabbit could get through that fence," he said. "What other animal could it be?"

"I'll see if I can find out," said Mary.

The first thing in the morning she went to the window and looked out.



Soon she saw something wiggle in the long grass. Then a fat little animal put its paws up on the fence.

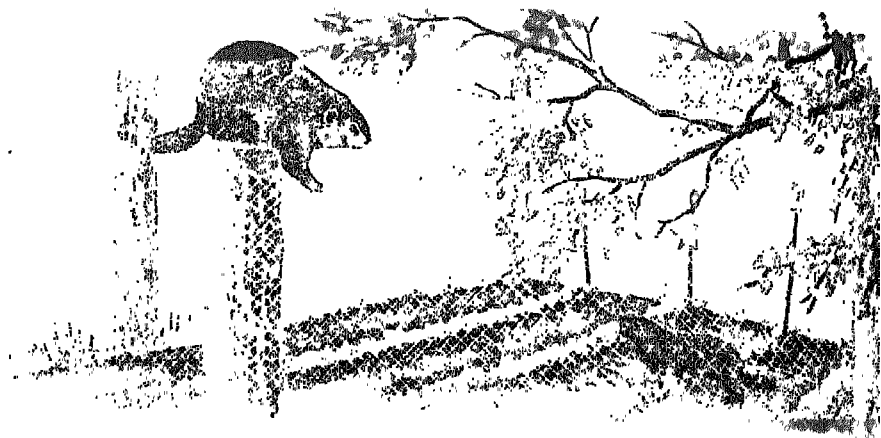
"Come quick. The thief is here and it is not a rabbit," said Mary.

Father came to the window. "It is a woodchuck," he said. "Let's wait and see how it gets through."

"Do you think it gets under the fence?" Mary asked.

"No. It is too fat," Father answered. "Look! There are two!"





The two woodchucks began to walk around the fence. Here and there they stopped and stuck their noses under it.

"They are too fat to get under, just as you said," Mary cried.

Then the woodchucks came to a big fence post. The little animals climbed up the post like squirrels. Then down they jumped into the garden.

"Good," said Father. "Now we can catch them. Get me a bag, Mary."

Mary got a bag from the woodshed and took it out to the garden.

She saw the two woodchucks standing up with their backs to the fence.

The little animals were making angry noises, but Mary could see how scared they were.

Her father threw his coat over one of the woodchucks and caught it.

Mary held the bag open and her father put the woodchuck into it.

Then he caught the other woodchuck and put it into the bag. There they were — two fat little woodchucks in a bag.

“Don’t hurt the woodchucks,” said Mary.
“They did not want to hurt us.”

“I shall not hurt them. But I am not going to let them eat all our vegetables,” answered her father.

He tied the bag at the top and put it in the car.

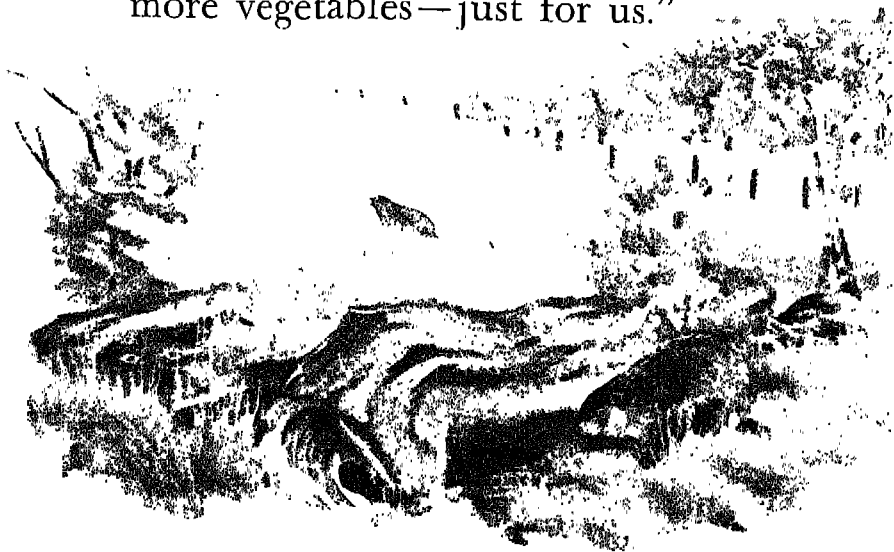
After breakfast, Father and Mary drove past the woods a long way. They stopped near a big pasture.

Father opened the bag and shook out the woodchucks.

The little animals stood still and looked around. Then away they ran, as fast as they could go.

"This is just the place for woodchucks," said Father. "They will be happy here and will not eat up our food.

"Now let's go home and plant some more vegetables—just for us."







As they sat there they heard the words, "Come! Come!" But they could see no one.

Then one of the children saw a little gray bird looking down from a tree. The mother saw it, too.

The bird looked right into the mother's eyes, and said, "Come! Come!"

The mother said, "Come, children. We will go with the little gray bird."

The bird hopped along slowly, for he saw that the mother and children could not walk fast.

Hop, hop he went, and they went with him.



First he took them to a spring. How good it was to drink and drink. They thought they could never get enough.

When they stopped drinking, the little bird went slowly on again, hop, hop. The mother and children went with him again.

He took them to a hill where sweet berries grew. They ate and ate and ate.

Now the night was upon them.

The little bird took them to a tree that had branches near the ground.



The mother made a bed of leaves under the branches of the tree.

There they could sleep. The branches could hide them from the night wind.

While the mother and the children were sleeping, the little bird stayed near them.

In the morning the little bird cared for them again.

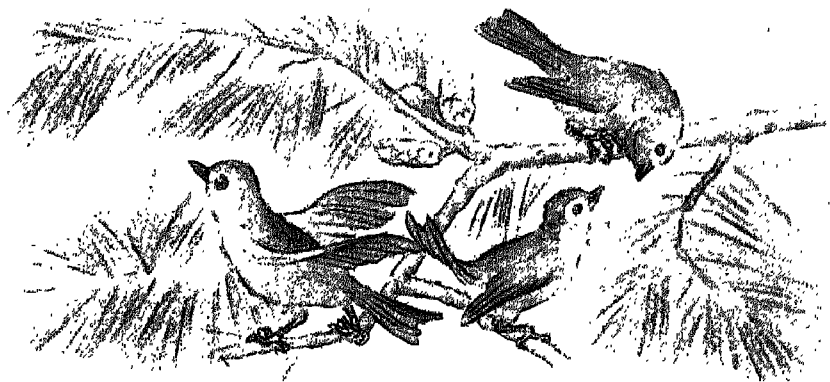
He helped them find other springs and berries. Again at night he took them to a tree where they could sleep.

On the day after that, the mother saw they were on their way home. How happy they were!

They looked up to thank the little gray bird. But the feathers of the bird were not gray any more. They were a beautiful deep blue. He was a bluebird.

And to this day the bluebirds know why their feathers are blue.

For the little gray bird once helped a woman and her children when they were lost in the woods.





Mrs. Mallaby's Birthday

There was once a little woman who was very, very old. She was so old that she did not know just how old she was.

She was called Mrs. Mallaby. And she lived in a little red house with a green door and five windows.

One morning, just after breakfast, Mrs. Mallaby heard some steps on the cement walk.

"That must be the postman," she said as she went to the door.

"Good morning, Mrs. Mallaby," said the postman. "I think I have something for you this morning."

He began to look in his bag.

"Now, what in the world will it be?" said Mrs. Mallaby. "Why, it is a letter. What a surprise!" She did not get many letters.

She went back into the house and opened her letter.

Inside was a pretty card with flowers and a blue ribbon. There were words, too.

The words said, "Happy birthday, Mrs. Mallaby. Happy birthday to you."

"It must be my birthday," said Mrs. Mallaby. She put the card up over the fireplace and sat down to think.

At last she said, "Why, I am a hundred years old today. Well, I think I would like to have a kitten."



Just then Mrs. Mallaby heard someone at the door. She went to open it.

There stood Mrs. Hall. She was holding a big box in her hands.

"Happy birthday, Mrs. Mallaby," said Mrs. Hall. "I have a little present for you."

"How very sweet of you," said Mrs. Mallaby.

She thought, "I hope it is a kitten." But she did not say this out loud. If it was not a kitten, Mrs. Hall must not know she was disappointed.

Mrs. Hall opened the box and took out a big cake with pink flowers on it.

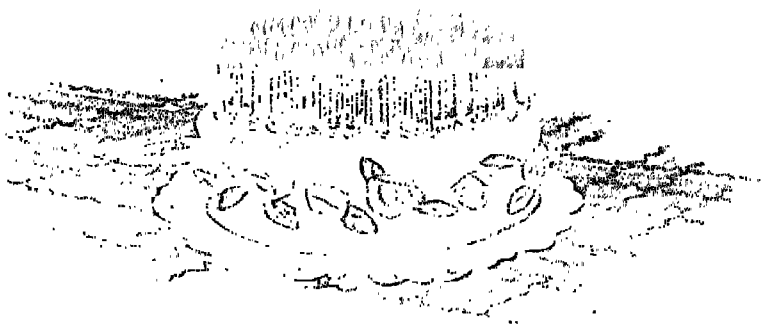
"Oh, what a beautiful cake!" said Mrs. Mallaby. "You must have the first piece, Mrs. Hall."

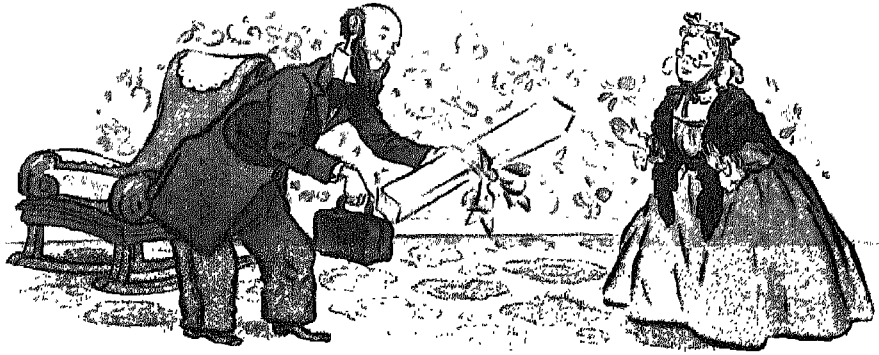
She cut Mrs. Hall a big piece of cake. Then she took a piece, too.

"My, but it is good," she said. "I never had a cake like this before."

They sat down and ate their pieces of cake to the last crumb. Then Mrs. Hall said good-by and went home.

Mrs. Mallaby put away the breakfast dishes.





Again she heard someone at the door. There stood Doctor Gray, holding a long box under one arm.

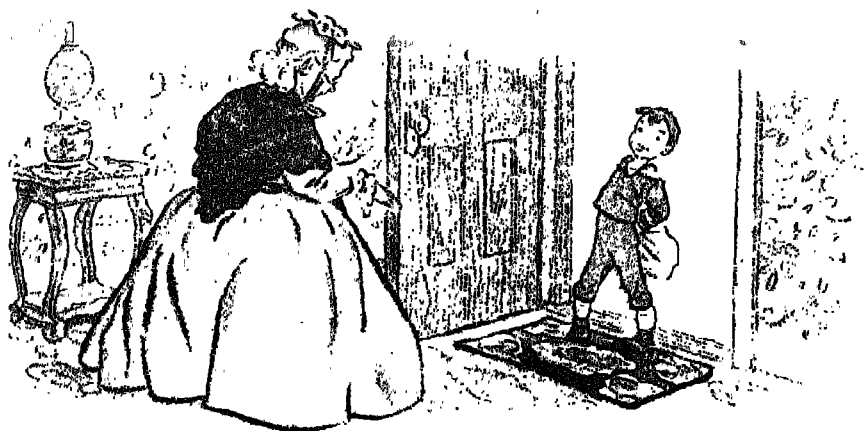
"Well, well, well," he said. He was a doctor, so he always said that.

"Happy birthday, Mrs. Mallaby. Here is a little birthday present for you."

"I hope it is a kitten this time," thought Mrs. Mallaby.

She opened the box and there was a beautiful green umbrella.

"Oh, thank you," cried Mrs. Mallaby. "I have always wanted a green umbrella. Thank you very much."



She didn't tell Doctor Gray how much she wanted a kitten. She didn't want him to know how disappointed she was.

She gave the doctor a big piece of her birthday cake. He said, "Well, well, well" again and went away.

Mrs. Mallaby went to get her mending. Just then she heard someone at the door. There stood Peter from down the street.

"Happy birthday, Mrs. Mallaby!" he shouted with his hands behind him.

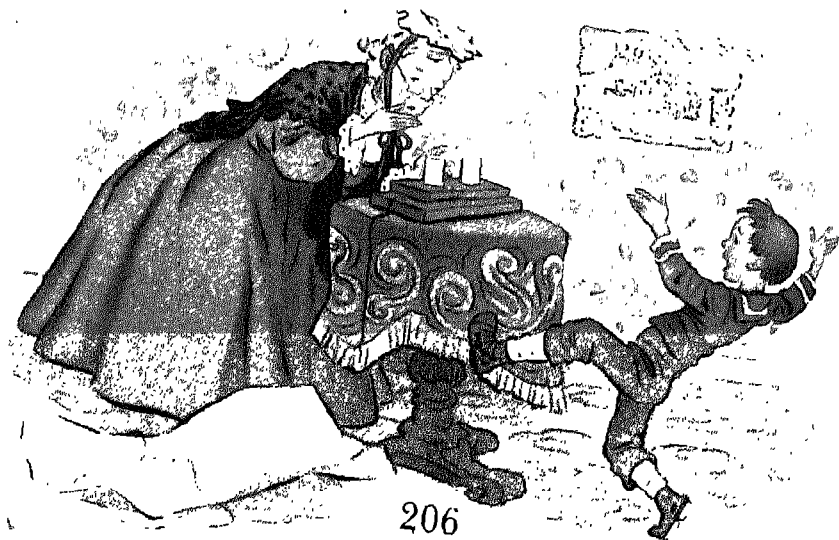
"Hello, Peter," said Mrs. Mallaby. "How did you know that it was my birthday?"

"I have a present for you," said Peter. He held out a big box. Mrs. Mallaby's eyes danced. Maybe it would be a kitten this time.

Peter put the box down. He hopped about while Mrs. Mallaby opened it.

She took out a beautiful blue boat with a long string tied to it.

"I made it for your birthday," cried Peter. "I made it in school." He held it up for Mrs. Mallaby to see.



"It is made of two flat pieces of wood," said Peter. "You put one on top of the other and stick them together.

"And look! You can pull it by a string. I'll come and pull it for you if you want."

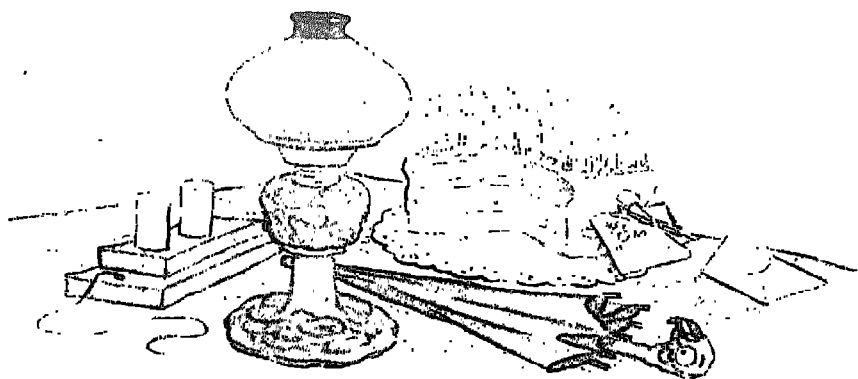
"What a pretty boat!" said Mrs. Mallaby. "And to think you made it for me! Would you like a piece of my birthday cake, Peter?"

"Yes, thank you," said Peter. "My, what a big cake! I hope I have a cake like that on my birthday."

As Peter was going, Mrs. Mallaby asked, "Do you know where I could get a kitten?"

"No, I don't," said Peter. "Good-by, Mrs. Mallaby."





Mrs. Mallaby watered her plants.

Then she looked at the card and the green umbrella. She looked at the cake and the blue boat, too.

She would not think about how much she wanted a kitten.

Then she went to sleep in her chair, for she was very, very old.

While she was sleeping it began to rain.

All at once she sat up straight. She thought she had heard something. Yes, there it was again, "Mew, mew, mew."

She ran to the door and threw it open. There stood a little gray kitten!

"Why, you poor little thing!" cried Mrs. Mallaby. "Did you come on my birthday to live with me?"

The kitten said, "Mew." So she took it into the house and gave it some milk.

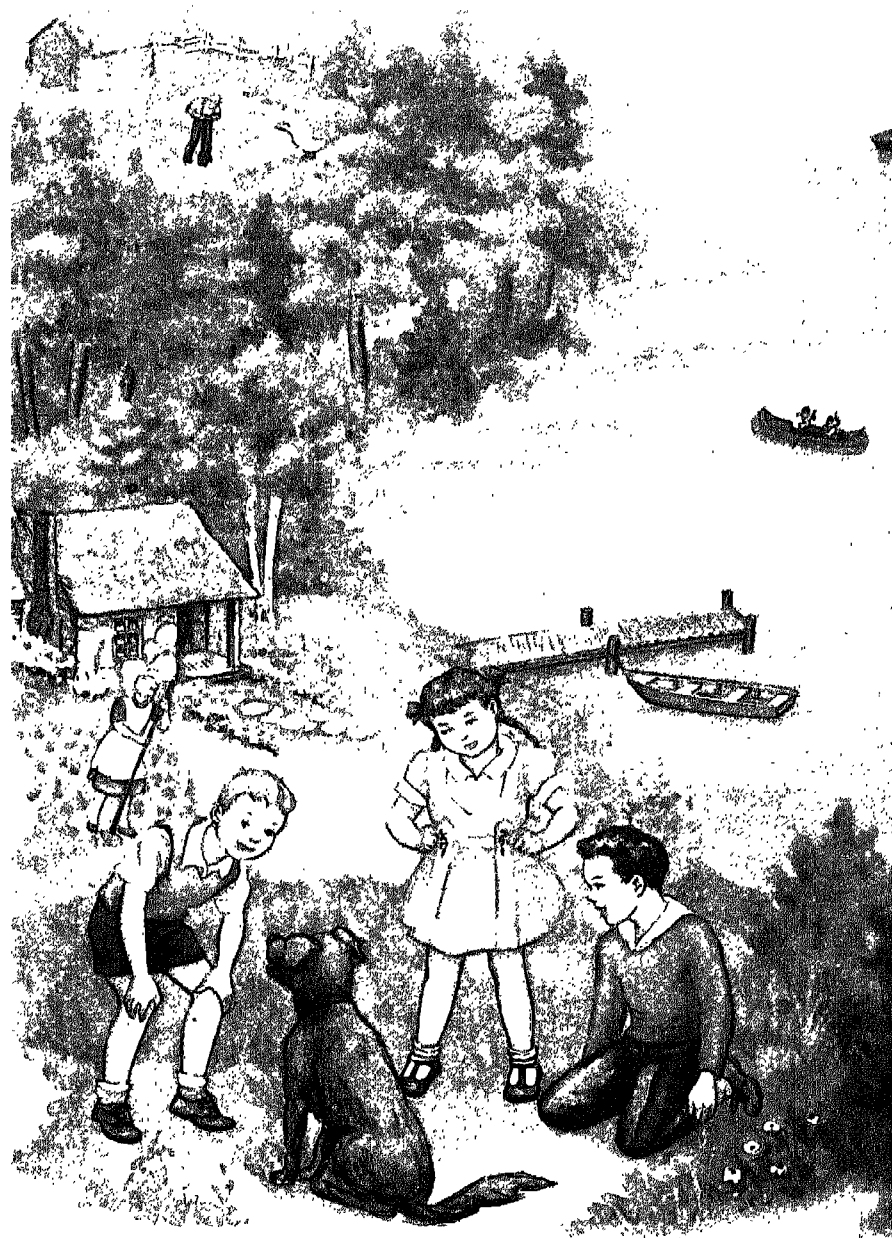
Then she got ready a basket where the kitten could sleep.

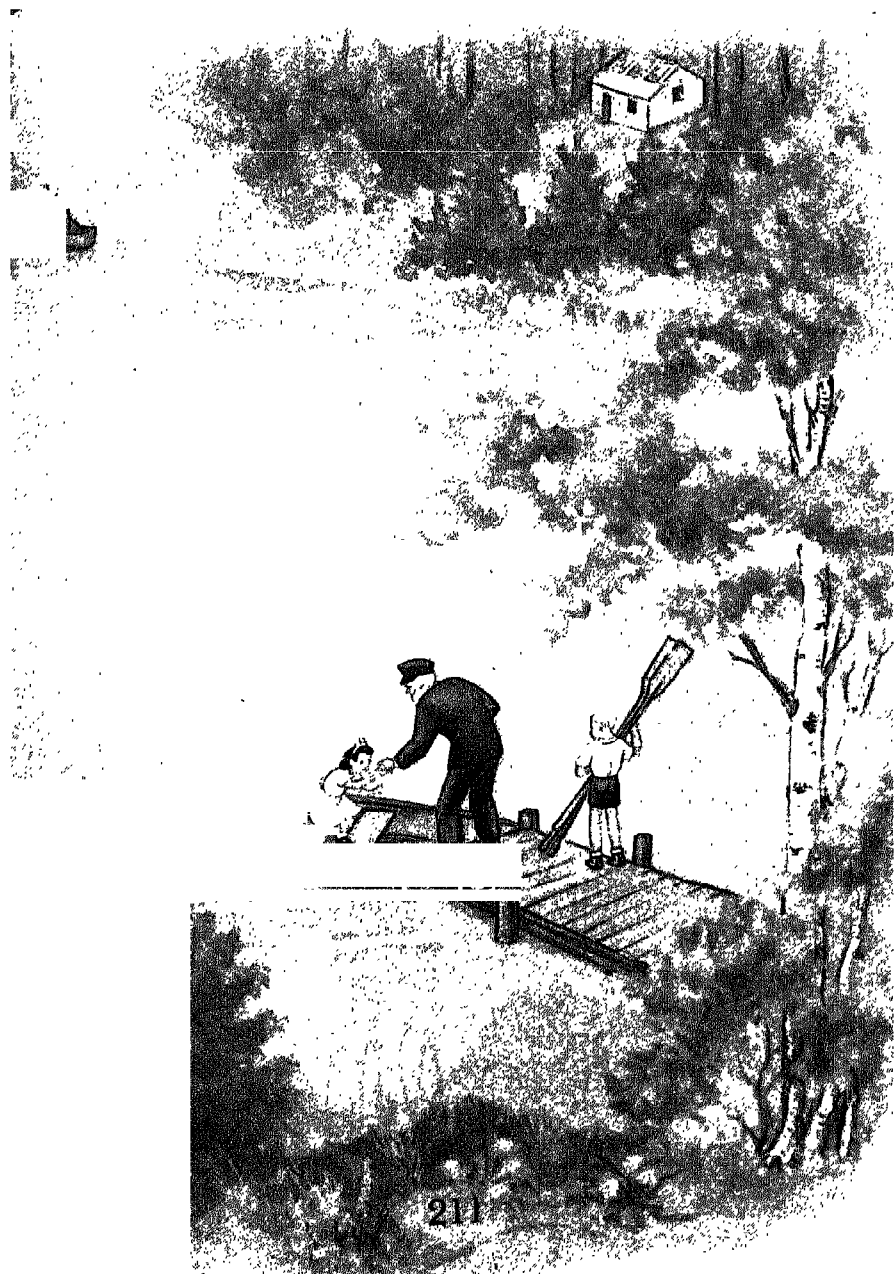
The kitten said, "Mew, mew," and Mrs. Mallaby said, "What a beautiful birthday!"

And from that day to this, Mrs. Mallaby and the kitten have lived together.

They may be there still, in the little red house with a green door and five windows.









Polly Helps Mr. Coleman

Every year Polly Peters went to stay with her grandmother when school was out.

Her grandmother lived in a little stone house near White Lake.

Polly liked to help Grandmother. Every morning she helped do the dishes and make the beds. But she liked best to go to Mr. Coleman's house for eggs and berries.

One morning Grandmother said, "Polly, will you go to Mr. Coleman's and get a basket of strawberries? I want to make a shortcake for dinner."

"I would like to," said Polly. "May I take Mr. Coleman some cookies?"

"Yes," said Grandmother, "and I know you will want to take one for Honker."

"Oh, yes," said Polly. "Honker would be a very disappointed goose if I didn't have a cookie for him."

Grandmother gave Polly a little bag of cookies and the money for the berries.

"Come on, Teddy," said Polly to her dog. And away they went, along the lake and through the pine trees.





Polly and Teddy found Mr. Coleman in his garden. Polly took one cookie out of the bag and gave the rest to Mr. Coleman.

"Where is Honker?" she asked.

Just then Honker came from behind the barn. "Honk, honk!" he said. He ate his cookie very fast.

"These cookies are very good," said Mr. Coleman. "Polly, I was wishing you would come this morning.

"I have to go down the road a little way. Mrs. Bird will come to get some eggs. Can you stay here while I am away?"

"I would like to stay if Grandmother will let me," said Polly.

She went inside and telephoned. "It is all right," she said when she came out.

"The eggs and strawberries are on the table," said Mr. Coleman. "You may put the money in the box."

"Shall I 'sell Mrs. Bird other things if she wants them?" asked Polly.

"Sell her anything she wants. I need the money," said Mr. Coleman.

Soon after Mr. Coleman went off, Mrs. Bird came. She took the eggs and some berries, too. She gave the money to Polly.

Not long after that, a car drove into the yard, and a man and a boy got out.

The boy looked at Honker and said, "There, Uncle Peter. That is the goose I want you to get for me."

"Is the goose for sale?" asked the man.

"I don't know," answered Polly. She was wishing Mr. Coleman would come back. She thought, "Mr. Coleman said to sell anything. He needs the money."

"I would like to have that goose," said the man. He held out some money.

"All right," said Polly. She put the money away.

The boy opened a box of popcorn and shook out some. While Honker was eating it, the man picked him up and put him in the car.

Honker was surprised and angry.





The man and the boy drove away with Honker. Polly was not happy.

She put her arms around her dog. "Teddy," she said, "I wish I had not let Honker go. He was Mr. Coleman's pet."

After a while Mr. Coleman came back. Polly ran out to tell him the news. Before she could say a word, she heard a noise.

"Honk, honk!" Down the road came Honker, as fast as he could go.

Honker was happy to get back. But just then the man and the boy drove up.

Honker was afraid and ran behind the barn.

"The old goose got away," said the boy. "I could not catch him. Uncle Peter ran and ran, but he could not catch him.

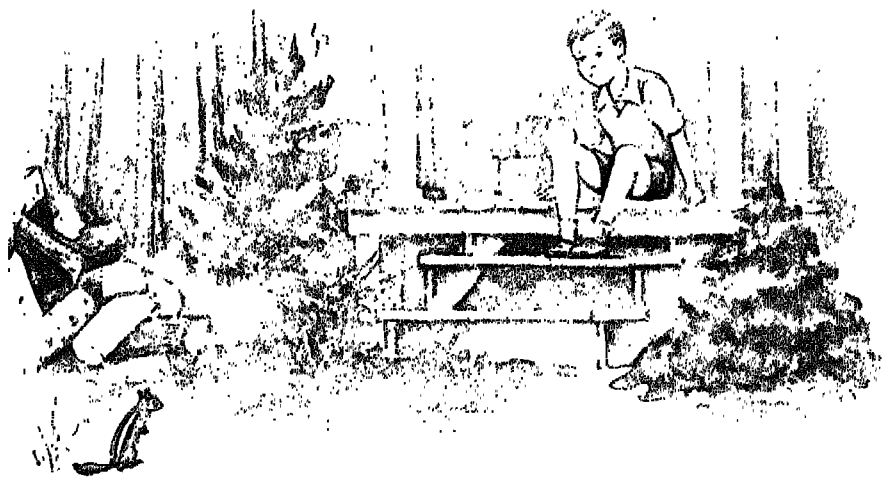
"I don't want him anyway. He is a cross old thing."

"I could never get along without my Honker," said Mr. Coleman. The man took back his money and drove away.

Polly got the berries. "I must go now," she said. "Call on me any time you want help."

"All right," said Mr. Coleman, "I will."





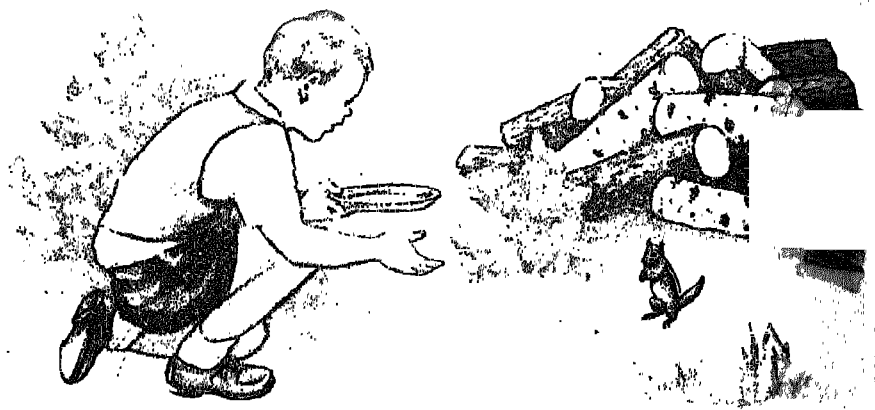
Under the Woodpile

Every summer Jim came with his father and mother to their cottage by the lake. All around the cottage were deep, dark pine woods.

One day Jim was sitting on the steps of the porch near the woodpile.

“Chee, chee, chee,” he heard.

It was a very little sound. Jim looked and saw a very little animal. It was about as big as his hand.



"Hello," said Jim.

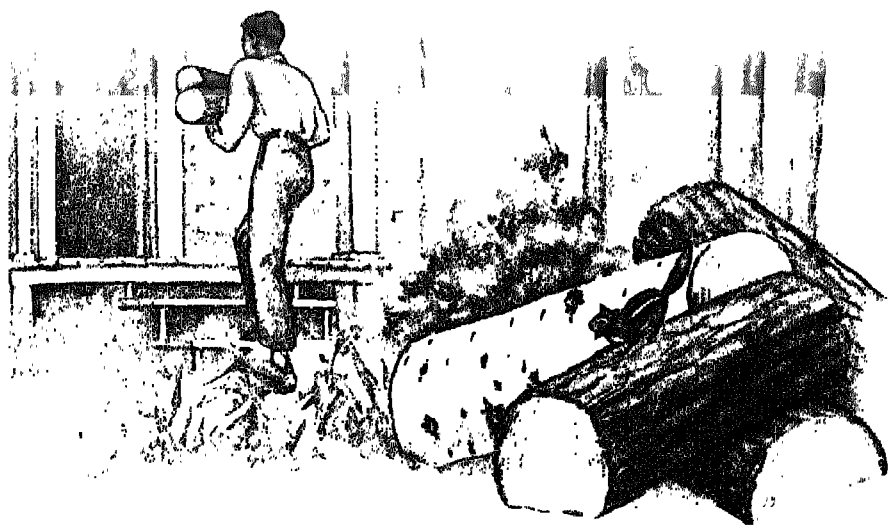
"Chee, chee, chee," came the answer.

The little chipmunk sat down near the steps and looked at Jim. But when Mother came out, it ran under the woodpile.

Every morning Jim sat and waited for the little chipmunk. He called it Happy.

When no one but Jim was around, Happy came out and talked in his funny way.

Every morning Jim put out nuts and bread crumbs. Happy always stuck them in his mouth and then ran off under the woodpile.



Happy was never scared when the wind blew. He was not afraid of Jim. But he did not like to have big people walking around his woodpile.

Jim thought that Happy must be keeping something under the woodpile. It must be something Happy wanted to hide.

Every day before breakfast, Father took away some logs for the fire. Every day Happy's house grew smaller and smaller.

At last there were just four logs.

Jim could tell that Happy was troubled. Happy did not say "Chee, chee." He made a scared little sound, "Che-che-che!"

He ran in and out all morning. He was afraid that the big people would come to take away more of his logs.

"We are going away in the morning," Jim said to Happy. "We don't need a fire the last day. I will not let them take your house all to pieces."

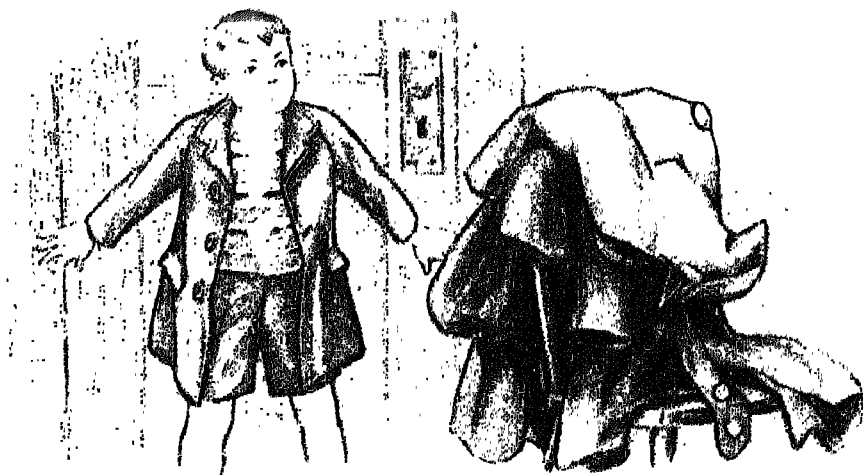
In the morning Jim got up first. He found Mother's coat and Father's coat.

Then he put on his coat and stood by the back door.

"Let's have a fire," said Mother.

"No," cried Jim. "Put on your coat if you are cold."

"But, Jim, we always have a fire before breakfast," said Mother.



"You don't need a fire," cried Jim. "If you play ball you can keep warm."

"Why don't you want us to have a fire?" asked Mother.

"It is—it is Happy. If you take away any more logs he will not have a house," said Jim.

"He can find a new house. A chipmunk can make a home anywhere," said Father.

"But Happy would not like it," cried Jim. "I said I would not let you take away his house."

"If Jim cares so much about his pet, we can get along without a fire," said Mother. "After all, we are going away right after breakfast."

Soon breakfast was over and the bags were in the car. Father went to take one more look at the house.

Jim ran to the woodpile.

For the last time he threw some pieces of bread on the ground for Happy.

Out came Happy's head. "Chee, chee," he said, as if he were talking to some one inside his house.



“Chee, chee,” came the answer. Out from under the logs came four baby chipmunks. After them came the mother chipmunk.

They all looked at Jim. Then every one stuck a piece of bread into its mouth.

“So that is what you had under the woodpile, Happy,” said Jim.

“Come along, Jim,” called his father. And all the little chipmunks ran back to their home.





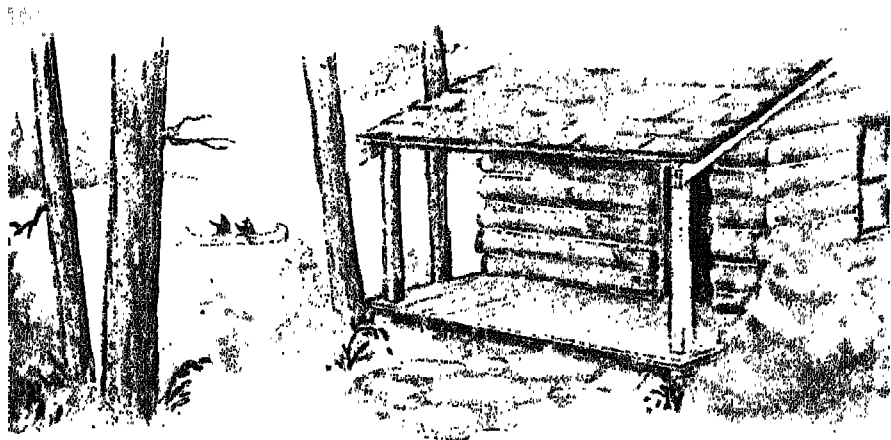
Toby of Crow Island

Pat was sitting under the pines near Grandfather's summer cottage on Crow Island. He had a book in his hands, but he was not looking at it.

"You don't look very happy, Pat," said Grandfather.

"Every one has a pet but me," said Pat. "Polly has a dog. Alice has that rabbit she calls Pinky! I wish I had a pet."

"Well, now," said Grandfather, "I think I have found just the pet for you."



“Is it a dog?” asked Pat.

“No, not so big,” said Grandfather.

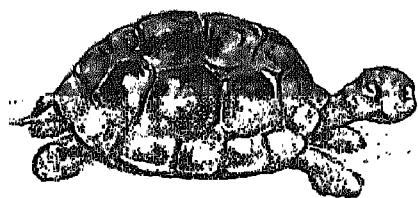
“A cat, then?” asked Pat.

“No,” said Grandfather. “It is an animal that lives in a shell.”

“In a shell?” said Pat. “What in the world can it be?”

He went with Grandfather to the shed. Grandfather took the top off a big box. Pat looked inside.

“A turtle!” he cried. “And a big one, too! But don’t turtles live in water? Shall I get a tub of water for it?”



"This is not a water turtle," answered Grandfather. "It lives on the ground."

"I'll call him Toby," said Pat. "He will be a grand pet if he will come out of his shell."

Grandfather picked up the turtle and placed it on the ground. Slowly Toby's funny head came out. Slowly his four feet came out, one after the other.

Then away he went.

"How fast he can go!" cried Pat. "I didn't know turtles could go so fast."

"Catch him," shouted Grandfather.

"How can I pick him up?" asked Pat.

"He can not hurt you if you hold him like this," said Grandfather. He put his hand over Toby's shell and picked him up.



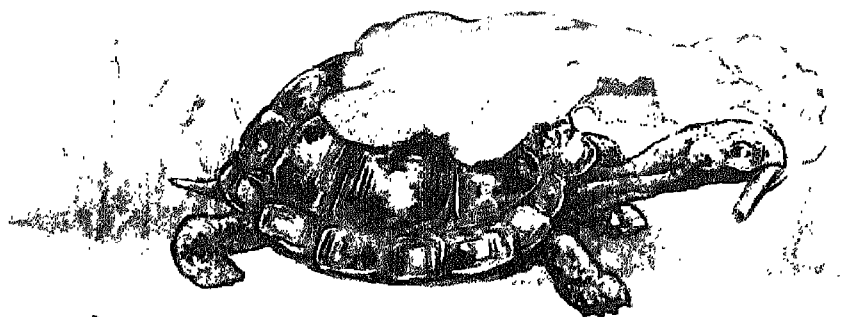
Toby wiggled his funny head from one side to the other, but he could not get at Grandfather's fingers.

He pushed his feet as if he wanted to walk, but he just kicked around in the air.

Then he pulled all four feet and his head, too, back into his shell.

Grandfather put the turtle down again and Pat picked him up by the shell. Toby put out his head and opened his mouth.

"Maybe he is hungry," said Pat.



Grandfather went to the garden and came back with some big green leaves.

Pat put Toby on the ground and held out one of the leaves.

Toby slowly came up, and slowly took it in his mouth. Then off he went.

"How can we make him stay home?" laughed Pat, as he caught the turtle once more.

"We must tie him," said Grandfather. "Come with me."

Grandfather took the turtle to the shed and put him on a table.

He began to cut a hole in Toby's shell near his tail.

"Will that hurt him?" asked Pat.

"It will not hurt if we take care to cut just through the shell," Grandfather said.

When the hole was made, Grandfather tied a string through it.

"Now you can hold on to him," he said.

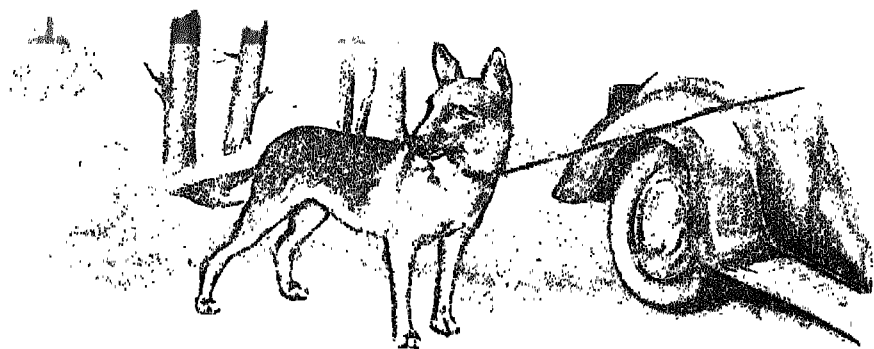
Pat put Toby down and held the string. Away went Toby with Pat after him.

"The box can be his house," said Pat as he pulled Toby back.

"Yes, but he must have a yard, too," said Grandfather. "We can fence in a little piece of ground and make a yard for him."

Before the day was over, Grandfather had made a yard around Toby's box.

After that Pat would always know just where to find Toby. And many times Pat took Toby with him when he went walking in the woods.



Pal, the Police Dog

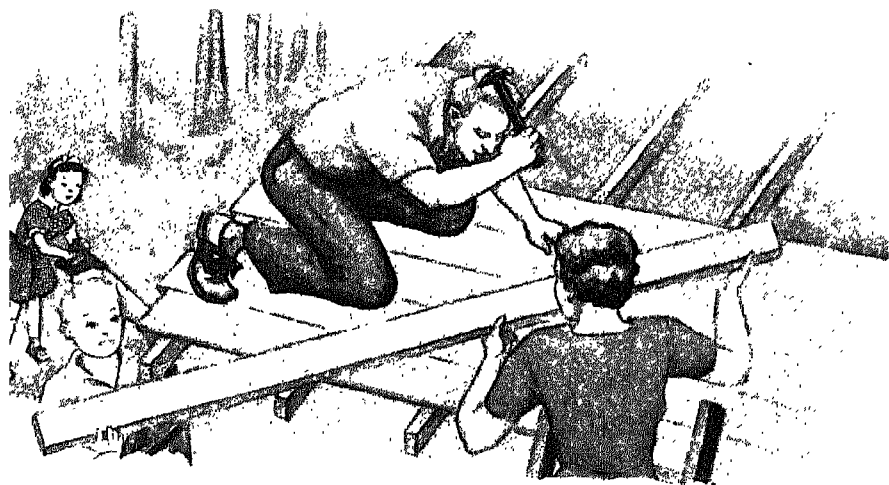
"Good-by, Pal," said Roger, as he and May tied the dog to the car door. "You can not go to the island with us this time. Father says you would be in the way."

Roger and May jumped into the boat with Father and Mother.

"Here we go," shouted Roger.

Father had built most of their new cottage on the island. Today they were going to help put the roof on it.

Soon they were all at work. They were making so much noise that they could be heard all through the woods.



By and by Father said, "I am hungry. How about something to eat?"

"All right," said Mother. She and May got out the sandwiches.

Just as they sat down, a shout was heard. Some one was calling from the shore.

"I guess I'll have to go over in the boat and see who it is," said Father.

"Oh, do we have to go home so soon?" asked May. "We would like to stay for a swim."

"I want to go fishing," said Roger.

"We may not have to go home," answered Father. "Mother and I will go over to the shore and find out. We will be back soon."

May ran down the trail after them.

"Take this meat to Pal," she said.

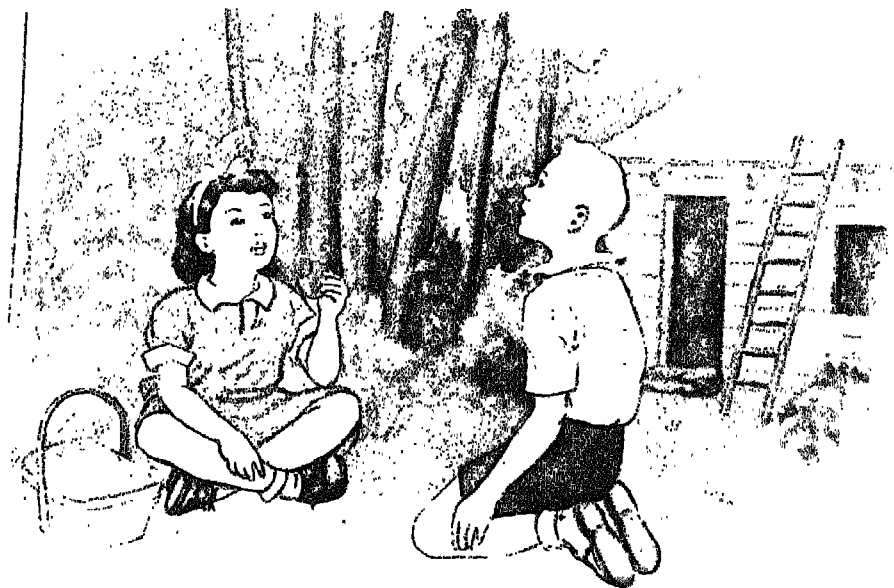
When Father and Mother got to the shore, they found a man waiting for them. He lived on a farm near the lake.

"Some one wants you on the telephone," he said. "You may take the call from my house."

"Thank you," said Father. "We can all go in the car. Here is your dinner, Pal. You may go with us if you are a good dog."

Pal ate his meat in no time. Then he jumped in the car with Father, Mother, and the man from the farm.

They all drove down the road to the man's house.



After their mother and father had said good-by, the children ate their sandwiches.

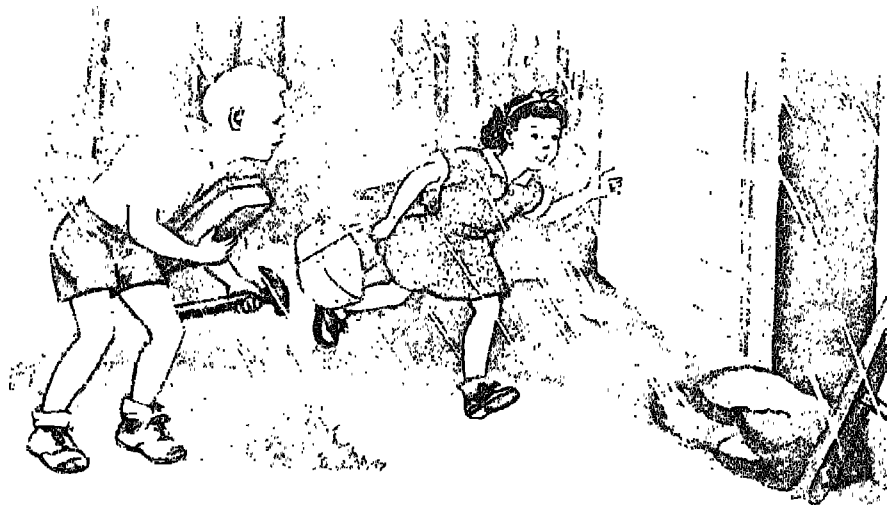
They wanted to go fishing. They wanted to go for a swim, too. But they must wait for Father and Mother.

It was very warm, and the air was still.

"How dark it is!" said Roger. "It must be going to rain."

"Oh, I hope it will not be a thunder storm," said May.

But soon they heard thunder.



"I wish Father and Mother were here," said May. "I don't like thunder storms."

There was a flash of lightning and more thunder. A high wind came up. Then down came the rain!

"Run into the cottage," said Roger. "We can keep out of the rain there." He was thinking, "I must take care of May."

But there was rain in the cottage, too. One side of the cottage still did not have a roof, and the rain came in. The lightning flashed and the thunder was very loud.

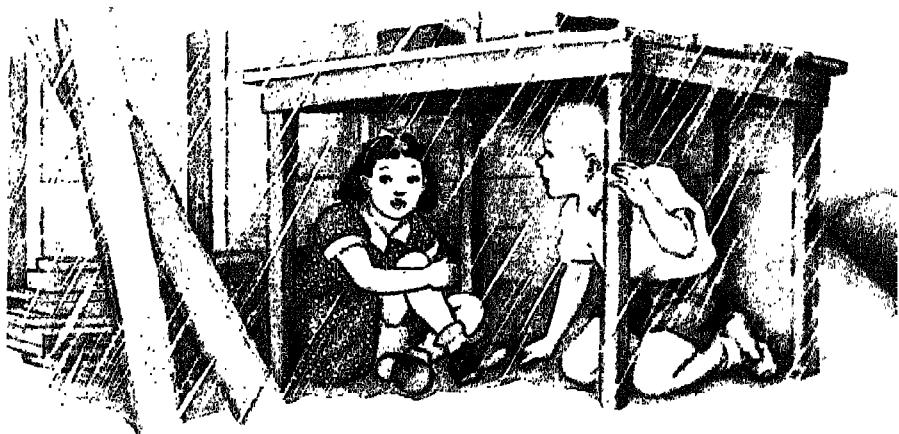
"Let's get under the table," said Roger.
"I will tell you a story."

The children pulled the table to the side of the cottage that had a roof.

Then they sat under the table. Roger began to tell a funny story so that May would not be afraid.

The lightning flashed again and again, and the thunder was very loud. An angry wind blew through the trees.

It shook the cottage so many times that May was afraid it would fall in upon them.



By this time their father and mother had come back to the shore in the car. But they could not see the island through the rain.

"I hope the children are all right," said Mother. "We can not get to them now."

"We can let them know where we are," said Father. "I'll shout and see if I can make Roger hear."

He got out of the car and went to the shore of the lake. When the wind went down a little, he put his hands to his mouth. He shouted as loud as he could.

And then Father heard Roger shout back. "I can hear them!" cried Father.

Pal, too, heard Roger's call. He was in the car, but he was not quiet.

His ears were standing up, and he was jumping from window to window. He was troubled about the children.



When Roger's call came over the water, Pal was out of the car in a flash. The storm did not stop him.

Into the water he jumped and swam as fast as he could.

At last Pal got to the island and ran along the trail to the cottage. He found the children under the table.

"Pal!" they cried, as he shook water all over them.

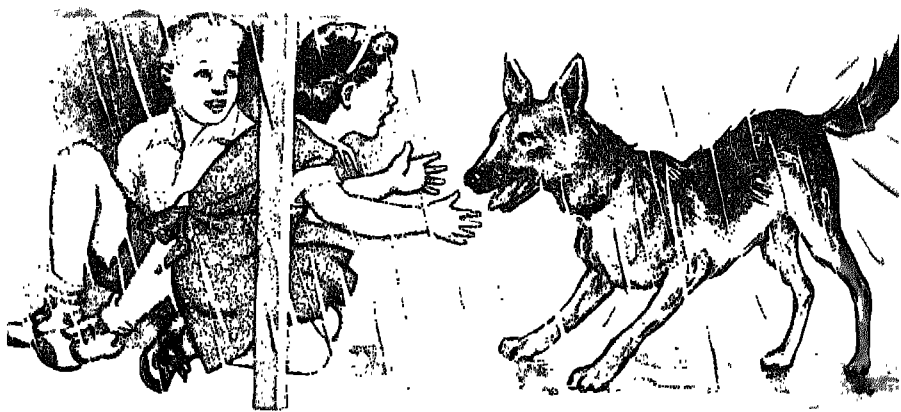
Pal got under the table, too. He wagged his tail and banged it on the floor.

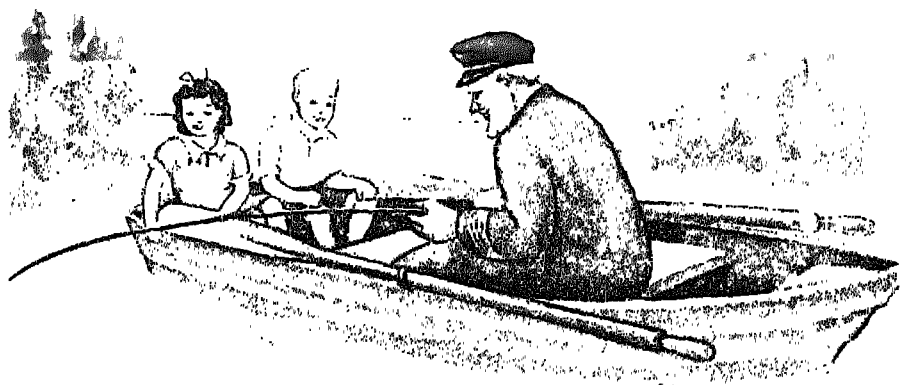
He had found the children. He would take good care of them.

It was not long before the storm was over and Father and Mother were back on the island. Once more they could all be together.

"Now, then," said Father. "How about going to work on this roof again?"

"Do you know," said May, "it was fun to hear the storm from under the table. I know I'll never be scared in a thunder storm again."





Three Canoes

"It is fun to go fishing in your boat, Captain Bill," said Roger.

He and May were in the captain's green boat, floating slowly along on White Lake.

"I like to hear the sounds of the woods and the lake," said May.

"I like to hear the sounds of the sea," said Captain Bill.

"Tell us a story about when you were a sea captain," said Roger.

"Not now," said the captain. "Here comes a canoe."

The children, too, heard the splash of paddles, and around the tip of the island came an old green canoe.

In it were a man and a boy.

"We are looking for the trail to Duck Pond," they said.

"First go north past the round island," began Captain Bill. "Then go east past the long island, then straight east to the shore.

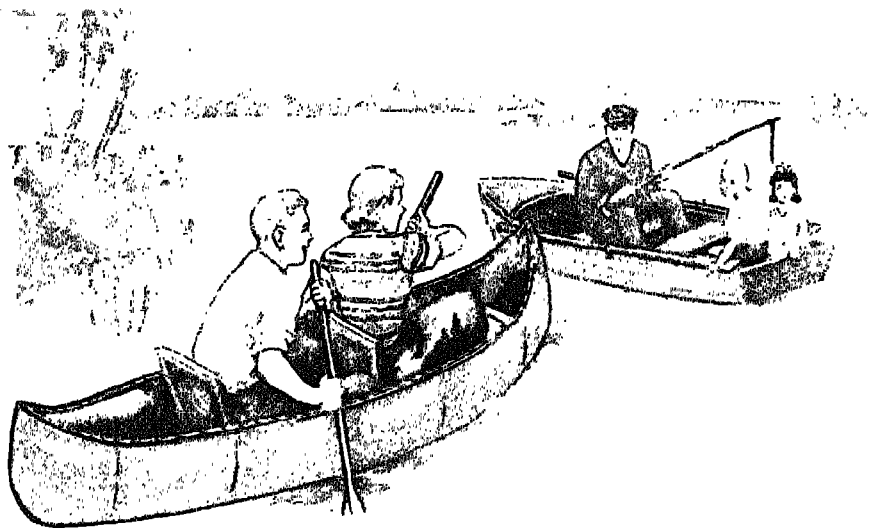
"You will see the trail going off beside a tall white pine tree."

"Thank you." The canoe went on.

"I hope they know north from east," said Roger.

"I hope they know a white pine tree when they see one," said May.

The captain did not say anything. Just then he began to pull in a very big fish.



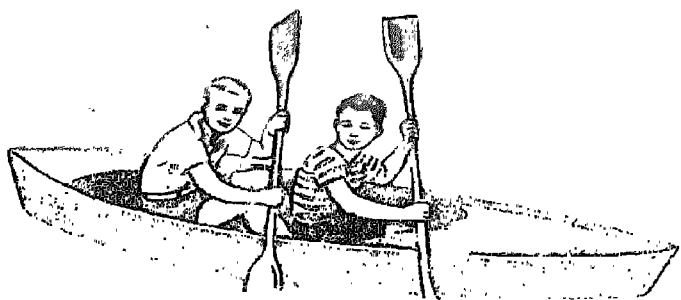
Soon they heard the splash of paddles again. Around the tip of the island came a new red canoe.

In it were a man and a woman.

"We are looking for the trail to Bear Hill," they said.

"First go north past the smaller island," began Captain Bill. "Then go west past a pile of stones, and then straight south to the shore."

"Thank you." The canoe went on.



"I hope they know west from south," said Roger.

Soon the splash of paddles was heard again. Around the tip of the island came a blue canoe with two boys in it.

"Is there a spring anywhere around?" they asked.

"First go north past the round island," began Captain Bill. "Then go west past a brown tent, then straight south to shore.

"You will see the trail going off near two red pine trees."

"Thank you." The boys paddled on.

"I hope they know south from west," said Roger.

The children and the captain fished and fished. After a while they heard the sound of paddles once again.

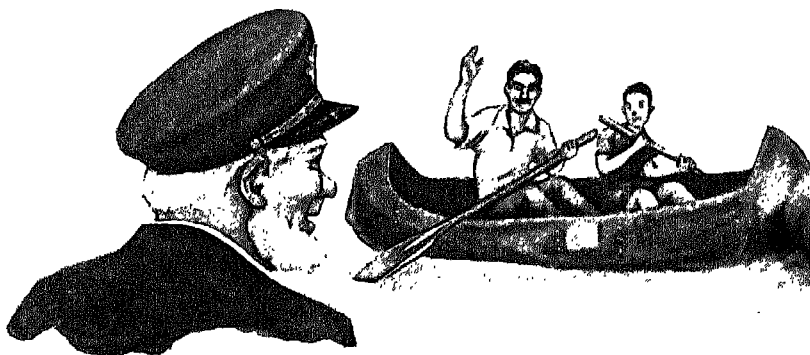
"The old green canoe is here again," said May.

"Did you find the trail to Duck Pond?" called Roger.

"We found a beautiful trail," said the man, "but it did not take us to Duck Pond. It took us to a spring where we got a drink of water,"

Then the old green canoe went on.

By and by there was another splash of paddles. "Look, the new red canoe is here again," said Roger.



"Did you find the trail to Bear Hill?" called May.

"We found a very good trail," said the woman, "but it took us to a little pond where we saw hundreds of ducks."

Then the red canoe went on.

Soon the splash of paddles was heard once more. "The blue canoe is here again," said Captain Bill.

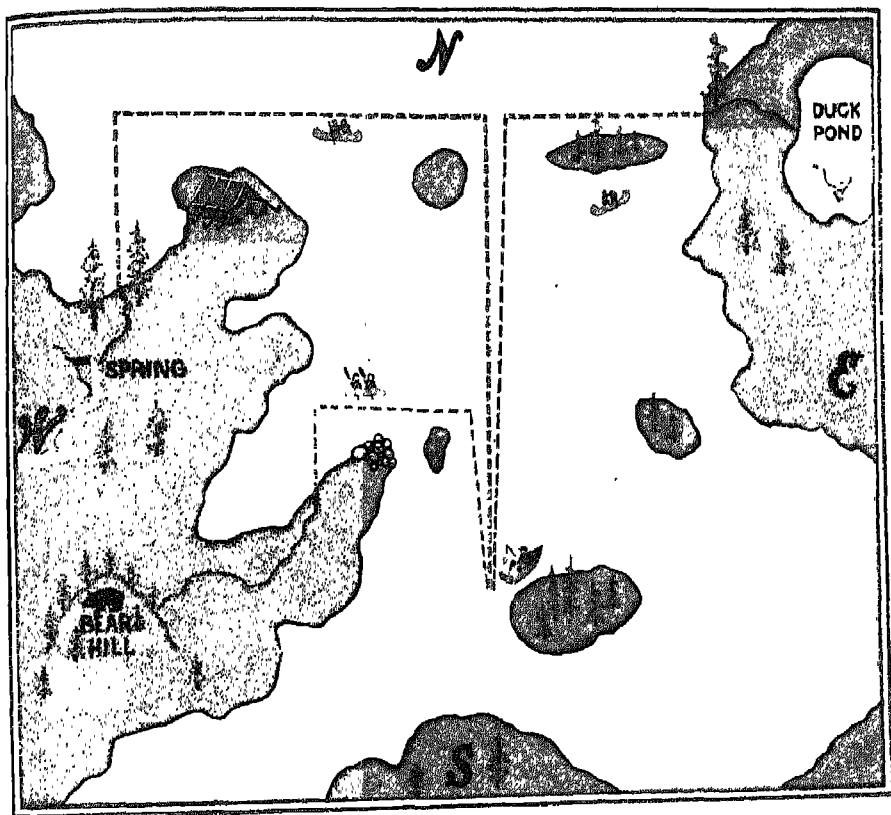
"Did you find the trail to the spring?" called Roger.

"We found a good trail," said one of the boys, "but it took us to a big hill."

Then the big blue canoe went on.

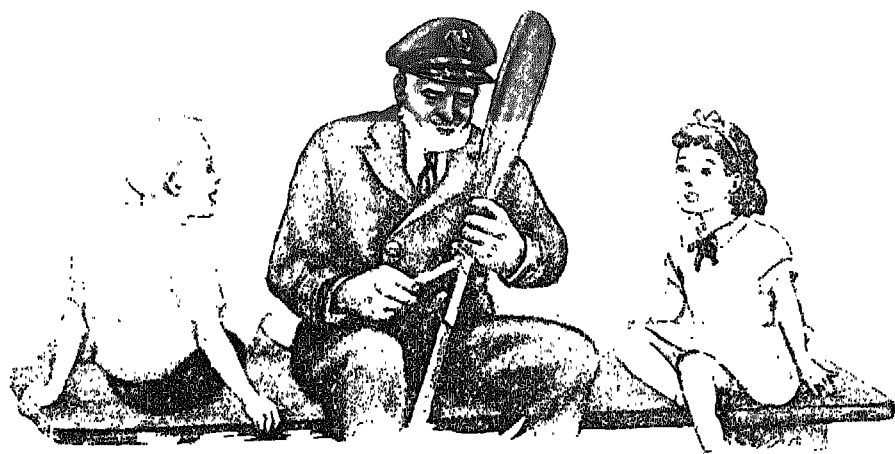
"I hope the people in the canoes never go to sea," laughed Captain Bill. "They would all be lost."

Roger laughed. He had just thought of something.



"I know what to do so that people will not get lost," he said. "I'll find three boards and put them up along the shore.

"I will print these words on them. To the Spring. To Duck Pond. To Bear Hill."



The Captain Tells a Story

"Please tell us a story, Captain Bill," said Roger and May one day.

The captain was sitting beside the two children, mending a paddle.

"Have you heard the story about my pet dogfish named Fido?" the captain asked.

"No," said Roger. "Please tell us."

Captain Bill winked at the children. He always winked when he was going to tell them a story he had made up.

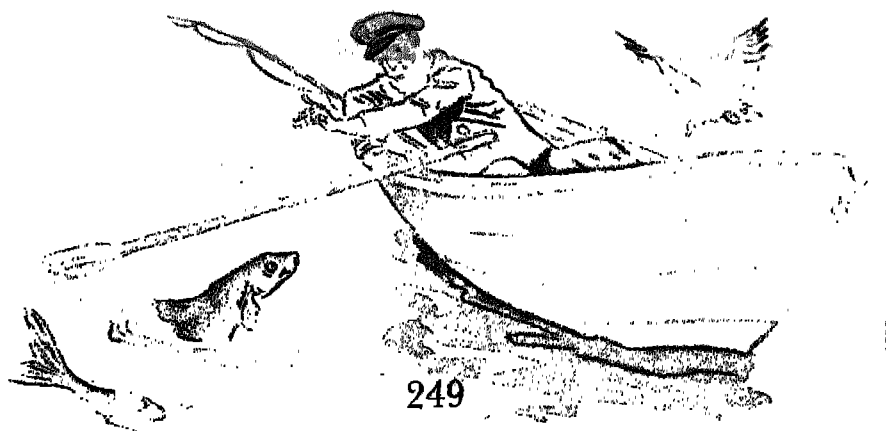
The Dogfish Named Fido

One morning I took my boat out into deep water to go fishing.

I pulled in fish after fish. Then, all at once, I could not get another fish. I looked around and saw a big dogfish.

"That is why I could not catch any more fish," I thought. "The dogfish drove them away. I'll feed him so he will not want to eat other fish."

"Here, Fido," I called. I thought Fido was a good name for a dogfish. "Are you hungry?"



I took a dog biscuit out of my pocket and threw it into the water.

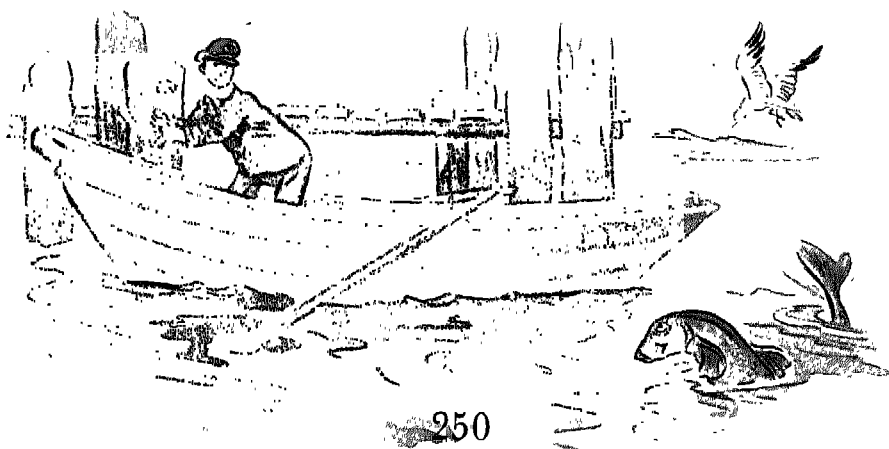
The dogfish caught it in his mouth and ate it. He wagged his tail.

I threw in four more dog biscuits and Fido ate every one.

"That is all, Fido," I said at last. "I have no more dog biscuits."

Then I went back to shore. Fido swam after me. When I tied up my boat, he swam around and wagged his tail.

I thought he was saying, "I want to be your dogfish. I like dog biscuits."



That is how I came to have a pet dogfish named Fido. And a good pet he was. I must tell you how he helped me take care of my clams.

Fido always liked to go with me when I went to get clams.

I would walk in the sand along the shore and Fido would swim by my side.

He had to stay in deep water, but he would swim as near to me as he could.

I always had dog biscuits in my pockets. I would feed them to him so that he would not go after the catfish.

But one day I went deep sea fishing for five days. While I was out at sea, most of my clams ran away. They were big, fat clams, too.

I would have lost all my clams if it had not been for Fido.



“Fido,” I said, “go find the clams.”

So Fido ate another dog biscuit, wagged his tail, and swam off.

I walked slowly along the seashore.

I hoped I would find some clams. I looked where my clams had been. I looked and looked.

But not a clam did I find.

Then I heard a terrific splashing in the sea. And there was good old Fido with a parade of clams.

He had found all the runaways, and had made them come back. It takes a good dogfish to do that.

Captain Bill stopped talking.

"Where is Fido now?" asked Roger.

"I would like to see him wagging his tail," laughed May.

"Poor old Fido," said Captain Bill.

"One summer he would not eat anything. A dogfish can not live without eating. At last I had to make a deep hole near the old pine tree for good old Fido."

And Captain Bill winked at Roger and May.



WORD LIST

FIRST SEMESTER

SECOND READER

IN NEW PLACES, Semester Edition,
contains 260 new words plus 10 sound
words. The 365 first-year words are re-
peated in this book.

6 pet	39	63	90 climbed
7	40 city	64	hayloft
8 I'll	Katie	65	91 near
9 hold	41 Jimmie	66 peddler	92 ladder
10 catch	Peter	straight	while
11	42 street	67	93
12 harness	43 box	68 branches	94 road
13 suit	sand	69 monkey	95 around
14 cap	44 about	angry	pasture
15	guess	(tsz)	96
16 fathers	45	70 shook	97
17	46 stone	finger	98 grew
18 prize	know	71	fence
19	47 noise	72 threw	99 honk
20 pulled	think	73 traveled	100 stopped
21 lemonade	48 opened	caught	high
22 money	49 bread	74 woman	101 Betsy
cross	buses	Squintum's	102 calves
23 sale	50 trucks	75 rooster	103 began
stand	peck	76 drove	drink
24 Mrs.	51	77	104
25	52 hear	78 when	105 pitched
26	sounds	79	106 poor
27 never	53	80	before
umbrellas	54 blackboard	81	107 pan
28 an	55 word	82 David	108 bottle
29 Mr.	56 room	Sue	109 fair
30 door	hall	83 animals	who
31 car	57 head	barn	110 many
32 cheese	58 tall	84 horses	111 first
33 give	fall	cows	112 beside
34	59 breakfast	85 need	113
35	(be-na-no)	mice	114 wolf
36 floor	60 loud	86 always	kid
top	61 men	87	115 sitting
37	bananas	88	116 well
38	62 how	89 milk	dance
	much	any	

117 music	144 right	168	198
woods	been	169	199
118 Diddle	145	170 Bully	200 Mallaby's
Daddle	146 change	171 winter	201 card
Duddle	built	answer	202 hope
119 unless	147 people	(chug-a-rum)	disappointed
trouble	148 small	172 last	203 piece
120 behind	149 hopping	year	204 doctor
wing	along	173 swam	205 shouted
121	150 tiger	log	206
122 feather	elephant	174 these	207
123	151 merry-go-	175 hill	208
124	round	snow	209
125	152	176 sled	210
126 apartment	153 kicking	177 shovel	211
Mary Lou	154 balanced	tray	212 Polly
127 telephone	155	178	Coleman
128 wagging	156 Andy	179	lake
seek	handy	180	213 Honker
129 if	Oscar	181 past	214 wishing
130 closet	157 lawn	182 beavers'	215 table
131 stood	mower	stream	sell
ice cream	158 roof	dam	216
132	shed	183 gnawing	217
133 Jerry	159 sneeze	through	218
janitor	wiggle	184 floated	219 summer
134 wastebasket	160 sway	185 making	cottage
upstairs	flat	food	(chee)
135 pat	(ah-kah-choo)	186 thief	220 chipmunk
136 crumbs	161 letter	hundreds	talked
didn't	162 rest	187	mouth
137 mop	quiet	188	221 smaller
sliding	(moo-moo)	189 woodchuck	222 (che-che-che)
138 kitten	163 (cut-cut-	let's	223
tip	aw-cut)	190 post	224
139	(cock-a-	191 hurt	225
140 bicycle	doodle-doo)	192	226 Toby
Ann	164	193	island
141 wait	165 (goo-oo-oop)	194	227 shell
142 porch	166 most	195 spring	turtle
143 dishes	terrific	196 slowly	228
presents	167	197	229

230	236 flash	242 paddles	248 named
231	lightning	north	Fido
232 Pal	237	east	winked
Roger	238	243 west	249
233 shore	239	south	250 biscuit
fishing	240	244	251 clams
234 trail	241 canoes	245	252
235 thunder	captain	246	253
storm	sea	247	

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